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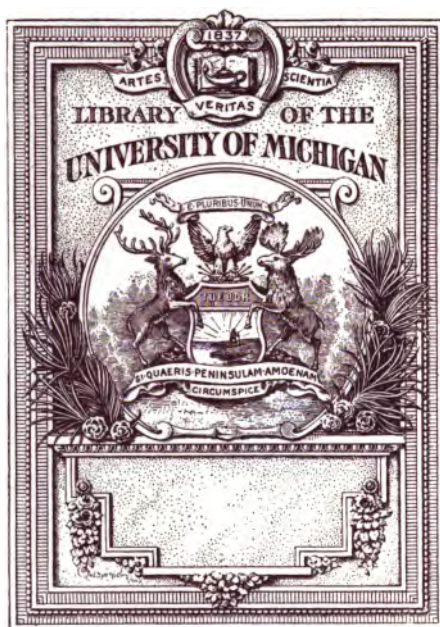
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BIENNIAL REPORT

OF THE

State Superintendent

OF THE

STATE OF WISCONSIN,

FOR THE

Two Years Ending June 30, 1896.

J. Q. EMERY, State Superintendent.



MADISON, WISCONSIN.
DEMOCRAT PRINTING CO., STATE PRINTER.
1896.

OFFICE OF STATE SUPERINTENDENT,

MADISON, WIS., December 10, 1896.

To His Excellency, WM. H. UPHAM,

Governor of Wisconsin:

SIR:—I have the honor to submit herewith, as required by law, the Biennial Report of the Department of Public Instruction, which embraces the period beginning July 1, 1894, and ending June 30, 1896.

I am sir, very respectfully,

Your obedient servant,

J. Q. EMERY,

State Superintendent.

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SEVENTH BIENNIAL REPORT

OF THE

STATE SUPERINTENDENT.

DECEMBER 10, 1896.

To the Legislature of Wisconsin:

The seventh biennial report of the state superintendent is herewith submitted. Through the usual tables, in the forms which have become traditional by use through many years, effort has been made through statistics to show the existing facts relating to the public schools, and to furnish a basis of comparison for such as have a taste for analysis of statistical tables, that the growth of this great factor of our civilization, the public schools, may be measured. This form of statement, however, repeated from year to year, fails to indicate accurately the real progress made. The time period is too short, and the advance often is along lines not immediately affecting the points covered by numerical statements.

A review of the general work and status of the public schools is included in the report, that from the view of the scholastic and the material sides of the subject, intelligent foundation may be found for such legislative action as conditions seem to require. No radical changes in our school laws seem to be required or are recommended. A summary of those changes that appear to be demanded will be found at the close of the review of the common schools, and also a brief statement of the reasons which make these worthy of consideration. Most of these changes are of the nature

General Summary.

STATE CERTIFICATES AND DIPLOMAS.

Biennial term, ending September 30, 1896.

	1894-5.	1895-6.
Number of unlimited state certificates granted	7	11
Number of limited state certificates granted	22	23
Number of "county superintendent's certificates" granted	7	48
Number of diplomas of state university countersigned	26	37
Number of diplomas of Wisconsin normal schools countersigned	112	116
Number of certificates of Wisconsin normal schools countersigned	55	53
Number of diplomas of colleges and universities other than the university of Wisconsin	22	21

RECEIPTS.	1895.	1896.
Amount on hand June 30, 1894	\$1,653,596 16	\$1,618,977 84
From local taxes	3,169,460 80	3,009,115 28
From taxes levied by county boards	826,948 46	861,170 52
From school fund income	696,722 63	857,847 56
From all other sources	523,389 74	518,058 42
Total	\$6,870,117 79	\$6,865,169 62
DISBURSEMENTS.		
For building and repairing	\$645,570 73	\$638,417 98
For apparatus, furniture, etc	129,574 26	149,230 91
For old indebtedness	236,762 02	269,338 60
For teachers' wages	3,900,302 13	3,394,485 59
For all other purposes	857,777 31	866,632 08
Total	\$5,769,986 45	\$5,318,105 16
Balance on hand June 30	1,080,130 58	1,547,064 46
EXPENDITURES PER INDIVIDUAL.		
Per capita of those between 4 and 20:		
In cities having superintendents	\$8 65	\$9 11
In counties outside of cities	6 90	7 12
Per capita on those enrolled between 4 and 20:		
In cities having superintendents	19 09	18 67
In counties outside of cities	10 08	10 78
Per capita for teachers' wages only on those enrolled between 4 and 20:		
In cities having superintendents	12 04	12 14
In counties outside of cities	6 34	6 86

General Summary.

SUMMARY OF FREE HIGH SCHOOLS.

FOUR YEARS' COURSE.	1894-95.	1895-96.
Number of such schools.....	128	132
Number of teachers employed.....	332	430
Number of pupils under 20 enrolled.....	10,673	11,134
Number of pupils over 20 enrolled.....	226	259
Number of pupils in English branches only.....	6,569	6,365
Number of pupils in German.....	2,123	2,637
Number of pupils in Latin or Greek.....	2,072	2,691
Number of graduates this year.....	1,223	1,467
Number of graduates since organization.....	10,946	12,382
Number of non-resident pupils enrolled.....	1,948	2,191
Average salary of assistants.....	\$518 60	\$510 03
Average salary of principals.....	\$1,185 61	\$1,138 50
Number of principals with salary \$1,000 or over.....	96	96
Number of female principals.....	2	2
Number of schools with average attendance less than 25.....	1	.....
THREE YEARS' COURSE.		
Number of such schools.....	61	60
Number of teachers employed.....	81	78
Number of pupils under 20 enrolled.....	2,791	2,269
Number of pupils over 20 enrolled.....	55	66
Number of pupils in English branches only.....	2,206	2,258
Number of pupils in German.....	12	9
Number of pupils in Latin or Greek.....	.....	4
Number of graduates this year.....	282	186
Number of graduates since organization.....	1,331	1,783
Number of non-resident pupils enrolled.....	514	494
Average salary of assistants.....	\$377 81	\$246 43
Average salary of principals.....	\$543 17	\$534 02
Number of principals with salary \$1,000 or over.....	8	7
Number of female principals.....	2	2
Number of schools with average attendance less than 25.....	26	23
TOTALS IN BOTH COURSES.		
Male assistants.....	39	41
Female assistants.....	241	249
Principals holding state certificates.....	59	57
Principals holding university or college diplomas.....	59	69
Principals holding normal school diplomas or certificates.....	69	63
Principals holding special certificates.....	2	1

SUMMARY OF CITIES HAVING CITY SUPERINTENDENTS.

	1894-95.	1895-96.
Number of children between 4 and 20 years of age.....	223,083	226,132
Number of children between 7 and 13 years of age.....	93,241	94,088
Number of children between 7 and 13 who have attended public school 12 weeks or more.....	60,268	63,899
Enrollment of children between 4 and 20 in public schools.....	101,635	110,355
Number of school buildings.....	.....	345
Seating capacity.....	.....	111,203
Teachers employed.....	2,255	2,446
Average salary of male teachers.....	\$1,003 00	\$1,017 00
Average salary of female teachers.....	\$420 00	\$411 54

General Summary.

NORMAL SCHOOL FINANCES.

Accounts with normal school fund income and treasurer of board of regents of normal schools from August 1st, 1894, to June 30th, 1896, inclusive as shown from books in state treasurer's office.

Normal school fund income.	Dr.	Cr.
To balance on hand Aug. 1, 1894.....	\$22,175 70	
Income from investments.....	186,135 44	
Interest from banks.....	1,493 82	
Tuitions, rents, etc.....	23,220 73	
State tax.....	142,813 00	
Fifth normal school.....	5,000 00	
Miscellaneous.....	1,946 69	
By disbursements, refunds.....		\$1,429 19
By transfers, treasurer of board.....		381,356 19
	\$382,785 38	\$382,785 38
Treasurer board of normal regents:		
To balance on hand Aug. 1st, 1894.....	\$201,843 98	
Transfers from income fund.....	381,356 19	
Appropriation for teachers' institutes.....	1,726 93	
Miscellaneous.....	2,636 30	
Total.....	\$592,563 42	
By disbursements.....		\$598,596 11
To balance overdrawn June 30, 1896.....	6,032 69	
	\$598,596 11	\$598,596 11

STATE UNIVERSITY FINANCES, 1895.

RECEIPTS.		
Income from productive university fund, (including interest on bank deposits).....	\$15,971 12	
Income from productive agricultural college fund.....	16,871 85	
State tax, $\frac{1}{4}$ mill, chapter 300, laws 1883.....	75,000 00	
State tax, 1-10 mill, chapter 29, laws 1891.....	60,000 00	
Chapter 282, laws 1889, 1 per cent.....	11,954 70	
Tr. U. S., for experiment station (Hatch).....	15,000 00	
Tr. U. S., for agricultural college (Morrill).....	21,000 00	
Chapter 418, laws 1887, Washburn observatory.....	2,000 00	
From students' fees, tuition, etc.....	39,306 57	
From farm sales.....	20,601 49	
From material sold.....	25 50	
From lathes sold.....	100 00	
From interest on bank deposits.....	189 05	
From rents.....	389 55	
From Adv. and sale of Agrl. Inst. bulletins.....	1,792 95	
From time service.....	730 50	
From library fines.....	11 99	
From custom duty refund (observatory).....	12 90	
From refunds, Johnson endowment fund.....	153 66	
From pharmacy fellowship.....	375 00	
From alumni fellowship.....	367 00	
From woman's scholarship.....	150 00	
Total receipts.....	\$282,953 83	

STATE SUPERINTENDENT.

7

University Finances, 1896.

DISBURSEMENTS.		
Salaries College of Letters and Science.....		\$504,165 64
Incidental expenses.....		17,113 21
For repairs.....		5,208 64
For laboratory supplies.....		8,852 79
For apparatus.....		1,708 03
For expenses of regents.....		693 48
For fuel and light.....		14,549 83
For printing and advertising.....		2,342 88
For library.....		5,549 08
For furniture.....		672 66
For roads and grounds.....		2,789 45
For insurance.....		1,171 84
For college of agriculture and experiment station.....		62,015 42
For Washburn observatory.....		6,035 01
For college of engineering.....		32,349 94
For school of pharmacy.....		7,954 75
For college of law.....		9,224 90
For agricultural institute fund.....		13,034 44
For interest, Johnson endowment fund.....		302 00
For interest, Jackson bequest professorship of law.....		1,000 00
For armory building and equipment.....		22,491 21
For central heating plant.....		43,121 52
For extension of shops and chemical laboratory.....		20,032 51
For ladies' hall.....		225 00
For university hall.....		275 00
For chapter 311, laws 1895.....		354 82
For woman's scholarship.....		150 00
For alumni fellowship.....		387 00
For pharmacy fellowship.....		375 00
Total disbursements.....		\$379,129 11
Total receipts and disbursements.....	\$282,953 89	\$379,129 11
Balance September 30, 1894.....	117,836 75	
Balance September 30, 1895.....		21,661 47
	\$400,790 53	\$400,790 53

NOTE.—Checks out, \$396.00, hence the balance by treasurer's books September 30, 1895, shows \$22,059.47.

STATE UNIVERSITY FINANCES, 1896.

RECEIPTS.		
Income from productive university fund.....	\$13,521 50	
Income from productive Agricultural college fund.....	14,720 28	
Chapter 300, laws 1893, 1-8 mill.....	75,434 12	
Chapter 29, laws 1891, 1-10 mill.....	60,347 29	
Chapter 290, laws 1893, 1-5 mill.....	120,684 59	
Chapter 62, laws 1897, agricultural institutes (2 years).....	24,000 00	
Chapter 418, laws 1897, Washburn observatory (2 years).....	6,000 00	
Chapter 505, laws 1897, apparatus "A".....	1,231 05	
Chapter 282, laws 1899, one per cent.....	11,960 80	
Treasurer U. S. for experiment station (Hatch).....	15,000 00	
Treasurer U. S. for agricultural college (Morrill).....	22,000 00	
From students fees, tuition, etc.....	20,232 13	
From farm sales.....	23,257 80	
From time service.....	730 50	
From druggist's fellowship.....	275 00	
From university extension lecture fees.....	759 98	
From Johnson endowment fund, refund (L. A. Anderson).....	115 80	
From rents.....	531 11	
From alumni fellowship (1894-5, \$33, 1895-6, \$293 75).....	323 75	
From alumni fellowship, (1896-7).....	75 00	
From interest of bank deposits.....	155 40	
From adv. in and sale of institute bulletins.....	1,639 55	
From lantern rent (Cr. observatory).....	2 00	
From students laboratory supply fees.....	8,791 49	
From Pabst fellowship.....	400 00	
From Uihlein fellowship.....	400 01	
From library fines.....	10 73	
From material sold.....	50 20	
From school of music, use of pianos.....	107 50	
From C., M. & St. P. Ry., freight refund (Cr. Agri. Col.).....	42 00	
Total receipts.....	\$422,922 55	

University Finances, 1895.

STATE UNIVERSITY FINANCES, 1896.—Continued.

DISBURSEMENTS.		
For agricultural college and experiment station.....		\$99,241 45
For college of letters and science.....		112,394 43
For college of engineering.....		35,928 37
For college of law.....		15,015 31
For school of pharmacy.....		8,022 63
For university extension.....		4,651 75
For observatory.....		6,848 53
For general library.....		12,695 69
For agricultural institute fund.....		12,970 82
For administration.....		15,933 35
For repairs.....		7,262 22
For heat and light.....		13,600 21
For printing and advertising.....		3,441 08
For laboratory supplies.....		7,576 52
For roads and grounds.....		3,961 33
For general account.....		1,245 97
For camp Randall.....		6,612 63
For ladies hall.....		18,373 43
For university hall.....		12,925 85
For pump house.....		1,327 31
For extension of shops and chemical laboratory.....		1,132 37
For armory building, (balance contract).....		5,000 00
For chapter 311, laws 1895.....		1,645 18
For central plant.....		3,549 44
For horticultural building.....		6,720 41
For dean's house.....		5,124 90
For interest, Johnson endowment fund.....		300 00
For interest, Jackson bequest professorship of law.....		1,000 00
For Jackson bequest, part principal invested.....		7,000 00
For Pabst fellowship in pharmacy.....		400 00
For Uihlein fellowship in pharmacy.....		400 00
For druggist's fellowship in pharmacy.....		300 00
For alumni fellowship (1894-5, \$33, 1895-6, \$233.75).....		328 75
For interest, Lewis medal fund.....		18 00
For dairy barn.....		123 90
Total disbursements.....		\$403,376 13
Total receipts and disbursements.....	\$422,922 55	\$403,376 13
Balance September 30th, 1895.....	21,661 47	
Balance September 30th, 1896.....		41,207 89
Total.....	\$444,584 02	\$444,584 02

Note:—Check out, \$7.85 hence the balance by treasurer's books September 30th, 1896 shows \$41,215.74.

Common Schools.

COMMON SCHOOLS.

OF STATISTICS.

The statistics relating to school population, enrollment and attendance, indicate no great changes in these particulars during the last two years. There is an increase in school population, and an increase in the enrollment and attendance in the public schools; there is also an increase in the per cent. of attendance of pupils between four and seven years of age, and of those between seven and thirteen years of age. There is also a small advance in expenditures for equipment, and in total expenditures for school purposes. But these changes are not marked enough to be of special significance. There is quite an increase in the amount paid for teachers' wages, and this indicates longer terms of school, and the employment of a better grade of teachers. The statistics relating to qualification of teachers, however, indicate that too many localities are still satisfied with persons of the lowest grade of qualification permissible by law for teachers, and prefer them at the lower rate at which they may be obtained, to those of more advanced scholarship at a necessarily higher rate of compensation.

The statistics compiled do not show that there is any tendency to increase of illiteracy in the state. In view of the fact that in Wisconsin the limits of school age—4 and 20 years—are the extremes prescribed by any state, and considerably exceed those in most of the states, it is not an unfavorable exhibit to find that 59.7 per cent. of the persons between those ages are enrolled in the public schools, and that only 6.3 per cent. of the number between 7 and 13 years of age did not attend any school during the last year. In this state, there is no margin of children under or over school age who, by attendance increase the percentage so that it frequently exceeds 100 per cent. of the number of

Common Schools.

school age, especially where that age is from 5 to 16 years or 6 to 18 years. There is no doubt that the advantages of education are highly appreciated by all classes of our people, and the few who are not found in our schools at any period of school age can be accounted for by those who live too remote from the schoolhouse, who live in sparsely settled localities where school facilities are not yet provided, or who are prevented by physical disabilities of their own, or those of others, from improving opportunities of school attendance.

LINES OF PROGRESS.

The indications of the statistics are corroborated and confirmed by the special reports of the county superintendents, some of which are to be found elsewhere in this report. They show clearly the lines along which progress has been made, and is being made in the common schools of the state. There can be no question about the improvement of these schools as a whole during the last ten or fifteen years, and this improvement has been so marked and continuous, and so related to organized and persistent effort in their interests, as to identify the two movements as cause and effect. The movement begun twenty years ago for improvement in school buildings, and in the seating furnishing and apparatus belonging thereto, has resulted in the reports this year, that only in a few and exceptional cases are poor or poorly equipped buildings now found; that each year finds more and more of the latter superseded by modern structures, with comfortable and useful appendages in the way of furniture and convenient and necessary apparatus and helps for the use of pupils and teachers.

The agitation for better scholarship and for professional training of teachers, has brought about a change so great that the reports show that only in comparatively few in-

Common Schools.

stances are teachers employed who have no other preparation than that derived from district, ungraded schools. The registers of teachers' institutes show that a considerable majority of the teachers attending have had at least high school advantages, and large numbers a longer or shorter term in a normal or other school of equal or higher grade. Teachers' institutes have been so multiplied and systematized that most teachers through these means are brought from year to year, into contact with the best thought, and the best thinkers relating to public education, and the best methods of instruction, organization and management of public schools. While this cannot be considered adequate professional preparation for the work of a teacher, yet all experience and observation prove that it is an exceedingly helpful and fruitful means of promoting thoughtful consideration in their work, and of leading many to seek better scholastic and special training. Teachers appreciate this, and cheerfully pay the fee required of applicants for certificates in order to increase these institute facilities.

Another line along which there has been very pronounced improvement is that of the course of study for ungraded schools. For a considerable period after this course of study was published, and recommended, there appeared to be very little apprehension of its real significance. The adoption by school officers was perfunctory, and the classification required by the course by teachers was largely formal,—a matter of record only—with little effect upon the instruction of pupils, and little regard to the course as a means of determining the progress of pupils, or their preparation for advanced work. By constant instruction at institutes, and associations, and by vigilant supervision of county superintendents, there has come to pass an almost universal understanding of the value of the course of study as a means of systematizing instruction, measuring the advancement of pupils, providing for deficiencies and

Common Schools.

omissions in the mastery of the elementary branches, furnishing an incentive for regularity and perseverance, and fixing standards by which to determine progress toward definite and discernible results. The tests to determine fitness to pass from form to form, lead teachers to consider more thoughtfully the matter and methods of their class work, and study the means whereby these may become matters of the understanding by pupils, and the final tests to determine fitness to receive a diploma, certifying completion of the course, become a serious test of the competency of the teachers, also. Very few teachers worthy of their positions, could now be persuaded to abandon the idea of a course of study. It has cleared the whole range of vision as to *what* to teach, and *how* to teach, and how to measure the results of effort.

What has been said above relating to experience with a course of study, may be said with just as much emphasis in regard to public school libraries, only we are in the early stages of progress with that subject. But teachers are learning to appreciate and to utilize books in connection with regular school work. To teach children how to get all that is to be found in good books, to use them for the quickening of imagination, as well as for increasing their knowledge, enlarging the horizon of their intellectual vision, and stirring the emotional nature, is to reinforce ability and disposition to master every lesson assigned, and to fix habits of thinking and of acting that contribute to noble character. It is a matter of congratulation that so general and so good use is made of the few books provided for pupils in the public schools through our excellent library law. It is to be regretted that the smaller schools have so few of these books provided for them.

To summarize, these are a few of the lines along which we may mark the progress which is being made, viz.: The attendance of pupils; the interest of patrons and citizens in the material equipment of public schools, the de-

Common Schools.

mand for more thoroughly trained teachers, the increase of more intelligent use of a course of study, and the growing appreciation of the value of good books for general reading as an adjunct of the school in promoting general intelligence and good citizenship.

No one who has been familiar with our country, ungraded schools for the three or four decades last past can have failed to note with satisfaction the evidences of progress in the directions mentioned. Besides these, more recent efforts have resulted in securing attention to and instruction in, the state and federal constitutions, to the extent of familiarizing pupils with the form of our government, and the rights, duties, privileges and immunities of citizens under these organic laws. By this means appreciation of the benefits of our free institutions has been enhanced, not only in the school, but in the community also.

The spirit of patriotism has been quickened, and there is real and general satisfaction and pleasure excited by the sight of the national flag surmounting the schoolhouse, or displayed upon its interior walls. This has resulted in the general observance of memorial day by the public schools. Progress has been made in the matter of instruction in physiology and hygiene, and in the elementary things of physical science. The study of plant-life—botany—has prepared the way for a rational observance of arbor day, and the latter exercises have stirred a desire to know how plants feed and grow and bloom and fruit, and how they behave under the action of heat and cold, light and darkness, drouth and moisture. Books which furnish the desired information, and stimulate observation and inquiry, are eagerly sought and read, and so the processes of education go on. Now they are formal, conventional, bookish; again they are material fragmentary, emotional, if you please. But who shall say which is the more important or essential. By all these means mind is developed; habits and powers are evolved; self-activity is promoted; dis-

Common Schools.

crimination and judgment are cultivated; the higher overmaster the lower elements, and the child becomes the man—a manly man, a good citizen, a useful member of society. This is the evolution stimulated and nourished by our common schools, and the problem is to keep them steadily at this work, without diversion, and with no less but with increased and increasing efficiency.

URBAN SCHOOLS.

The urban schools provide similar advantages for a large and increasing proportion of our school population, and these have to contend with factors and counteracting influences not found in strictly rural communities. These schools, as a rule, attract the better class of teachers, those of better training and longer experience. The schools are generally well graded, with clearly outlined courses of study; they have the advantage of closer supervision, and the impetus of larger numbers in close affiliation in work. The pupils have the incentive of advancement in grades, and the high school, nearly everywhere connected with or within easy reach of the school they attend, is always a goal which incites to effort, and steadies them in persistence and definite purpose. But to offset these advantages are many things that interfere with correspondingly greater results. Many must necessarily leave school at an early age to become bread-winners; the village or the city presents much that is diverting, in the way of companionship and attractive pleasure; the disposition toward idle habits and self-indulgence is greater than in rural communities, and the oversight and control of parents in the home life is less constant and pervading. In the school the question is less how to care for the individual, and more how to provide for the masses. These facts make the tasks and responsibilities of the graded school teachers onerous, delicate and varied. They, too,

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are striving for the result of good citizenship and usefulness in life, but against many temptations and tendencies in the environments of pupils. Many of these come through defective home life, through organized and prevailing social and civic customs, practices and activities that appeal strongly to exuberant and pleasure-loving youth. To overcome these by inspiring them with love of learning, with an ambition to make the most of themselves, with the spirit of present self-denial for the future reward of leadership and precedence in intellectual and moral worth, requires wisdom, skill and devotion of a high order; and to duties and purposes of this character are these teachers applying themselves, with a spirit and energy worthy of commendation and the co-operation of all who esteem order, industry, intelligence and morality as prime and essential virtues in organized society.

RURAL SCHOOLS.

The excellence of village and city schools, may, in one view, be said to work injury to rural schools. There is a very pronounced disposition to consider the rural school no longer as a place to secure a fair general education,—proficiency in all the branches included in a good English education—but only as a means of securing mastery of the elements of such branches. As soon as these are acquired, the pupils are withdrawn from the rural school, and sent to a neighboring graded or high school. This leaves many of our rural schools with but few pupils, and those of the younger class generally, with only one, two, or three, requiring instruction in anything but the rudiments of knowledge. These remain because of pecuniary inability to go elsewhere. Perhaps the entire school consists of but six, eight, or ten, with an average attendance of the smallest number. The attendance is irregular, interest flags, and enthusiasm disappears. These

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are conditions under which many rural schools are maintained. Not a large proportion of our schools are thus situated, but quite a large number in the aggregate. It is not strange that in many such districts, the feeling prevails that persons of meager education and no professional training, can teach the little that is required to be taught, or that such are employed because they demand less compensation than others. Being but few scholars in the district, but little is received from the apportionment of public school money, often less than the district pays in taxes to the support of the school fund. The school is necessarily poor. The mistaken notion that an incompetent teacher may be properly put in charge of a few children, and not of a larger number, is vicious in the extreme. This has come to be generally understood, but it is the pecuniary argument, and the mercenary spirit that combine to perpetuate the wrong.

THE RURAL SCHOOL PROBLEM.

These conditions constitute what is known as the rural school problem. The conditions exist in every state, and the question how these schools may be improved, or how the children in them may be rescued from the uninvigorating influences from which they suffer, is exciting interest and attention in every part of the country. A large and able committee of the National Educational Association has the matter under advisement, and the report of that committee is looked for with great interest. The problem is inherent in the material conditions, and must be considered with reference to those conditions. There must, necessarily, always be districts so situated that the school facilities will be meager and unsatisfactory. No change of system will bring these facilities to the doors of families living remote from other inhabitants, or maintain for them schools of high character and easy of access. That is one

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of the inconveniencies and disadvantages of life in isolated neighborhoods. Something may be done to help such as are thus situated, but this must come as a result of a policy that has to do with all rural schools. In these schools are taught a large majority of all the children in the commonwealth in the elementary stage. They require and should receive the fostering care of the state. There is no doubt that they suffer from lack of well-trained and experienced teachers. Almost all young teachers begin their work in country schools. When these have developed skill, tact, and aptitude, they seek positions more congenial and more remunerative in village or city schools; and they are sought for these positions, and are thereafter lost to rural school service.

These schools also suffer for lack of close, professional inspection and supervision. The county superintendents have done and are doing a good work. Many of them have developed unusual ability and energy in their work. They have elevated the ideals and kept up the standards of teachers' qualifications, and inspired teachers with ambition to excel. In a general way, they have organized their work, stimulated co-operation and sympathetic support, and generous material supplies. They have put before teachers, pupils and patrons, definite aims, and watched for results and measured the methods used to secure them. But young and inexperienced teachers need more than this; they need frequent visitation, kindly criticism, advice and direction. This, one person with from one-hundred and twenty-five to two hundred teachers to supervise, cannot give. They can be visited but infrequently, and no report in writing, however specific, can reveal the spirit of the school, whether praiseworthy, or defective. The work of these men is helpful, important, perhaps indispensable, but it is not close and directive inspection.

Most of the defects in rural schools can only be effectively remedied by the residents of the communities where

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these defects exist. To awaken a greater and more general interest in public education, and to secure attention to the particular needs of the schools, is the surest and most satisfactory means of securing improvements. It is the province of leaders in educational thought and practice, to arouse this interest, and to point out the ways by which schools may be improved. In some of the counties in this state recently, it is reported that great good has resulted in this way, by what may be termed normal school extension courses of lectures, by members of the faculty of one of our normal schools, arranged by county superintendents in adjacent counties. This movement should be encouraged and increased. All of the faculties of normal schools, and of colleges and the university, may do legitimate and great service to rural communities by this means, and give the common schools a great uplift by help and inspiration put forth from their higher, clearer and far-reaching point of view. It has been a common argument by the advocates of higher education, that the improvement of the common schools must proceed from above downward. The institutions for higher education have been liberally established and maintained by the state. It is to be hoped that the theory will speedily be proven, and the common schools made to feel the vitalizing influences of the higher institutions.

The review of our school work in the state is, on the whole encouraging, and invites to continued activity and efforts for improvement. The system is not perfect, but in it are great possibilities — more than we have utilized up to this period. We should not rest with the improvements already realized, but carefully study the opportunities for further improvements which the system affords.

NEEDED LEGISLATION.

Our laws do not need radical changes, but there are a few amendments that may be properly made, that will make more clear and definite the way to remedies for some exist-

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ing defects, and the right of electors to use the means to secure these remedies. With a few suggestions concerning such legislation this review will close.

I Effort looking toward the consolidation of small and sparsely populated school districts, and the transportation of pupils to and from the schoolhouse, where they live too far to walk the distance, should be encouraged. The experience of Massachusetts, and most of the New England and some of the other states, demonstrates beyond dispute the practicability and economy of this means, and its effectiveness in doing away with paucity and irregularity of attendance, the undue multiplicity of schools and teachers, and the large incidental expenditures attendant. The direct results of better teachers, better organization and instruction are beyond question. In connection with this movement, provision should be made for authorizing school districts to retain their district organization, where there is probability of there being sufficient school population in the near future. In the meantime authority should be given to suspend the school in such districts, and provide for the transportation to, and instruction of their pupils in, an adjoining or other district. There is no doubt that in many districts this may be done at less expense than is required to maintain a separate school, with the certainty of a better school for the patronized and patronizing districts.

II. Effort should be made and incentive given to encourage and provide for more close and practical inspection of schools. We must assume that many young and inexperienced persons will be employed as teachers in rural schools. The great majority of teachers begin their work in such schools. However thorough and advanced their academic training may have been, comparatively few have had professional training, and these are compelled to feel and find their way to the best methods, to successful organization, classification and management, by uncertain and often disastrous experiment. They need the counsel, di-

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rection and assistance of inspectors of age, experience and skill. The county superintendent in the larger counties is unable to cover his large field with this work in seasonable time. A single town may feel unable or unwilling to assume the expense of such close and constant inspection, but several towns may unite in the employment of the same person, and they should be permitted and encouraged to do so. The results of such inspection wherever adopted have been most salutary, and in every way helpful to the schools, and the inspector has become the reliance of the district officers in procuring suitable teachers and needed equipments of the school.

III. The method of distribution of public school funds should receive careful study, and such a policy adopted as will most certainly secure as large a measure of the equalization of the cost of public education as it is possible to secure through this means. This distribution should also be the means of inciting the localities receiving it to help themselves at points and along lines where the local administration most needs strengthening.

The school district should not be the only or the leading unit for taxation. It is too small, too variable, and too liable to be controlled by selfish considerations. It may also be true that the number of persons of school age in the town is not the best possible basis for distribution of public school funds, particularly the one-mill tax. The more populous districts, and those least needing assistance are too apt to benefit from such a method, at the expense of sparsely populated and otherwise needy districts. This question opens up a wide field for inquiry. The methods of distribution, as well as the principal units of taxation for school purposes vary greatly in different states, but in the light of their experience and our own it seems possible that a system may be devised that will be more just and equitable than the one we now have, and one which will be more potent in securing radical improvement of rural schools.

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The trend of opinion among leading educationists at the present time is in favor of distribution of public funds upon the basis of the per cent. of attendance at school of the school population.

IV. For many years all teachers in public schools have been required to pass, satisfactorily, examination in United States history, but this branch is not among those required by law to be taught in the public schools. The time has come when the study should be so included, and the law changed accordingly.

V. Kindergartens and kindergarten methods are now so generally approved for primary grades, and so largely adopted in graded schools that I recommend that explicit authority be given for incorporating and maintaining kindergartens in the public schools.

I shall take pleasure in conferring with the committees of the legislature, and in all ways possible co-operate in promoting such measures as will conserve the interests of our common schools, where the majority of the future citizens of the state receive nearly or quite all of the intellectual and patriotic equipment and fitness for the duties and responsibilities of citizenship with which they will assume those duties.

TOWNSHIP LIBRARIES.

The township library system was inaugurated in this state in 1887. The statute provided that the town treasurer of each town might at his option, retain each year from the apportionment of the school fund income a certain portion to be devoted to the purchase, by the town clerk, of books for the town library. The amount that might be retained for library purchases was, at first, ten per cent. of the money apportioned to a town. The law was later amended so that the money was directed to be retained by the treasurer on the basis of ten cents for each

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child of school age, residing in districts with schoolhouses located in the town.

Under the laws of 1887, towns making library purchases with some exceptions, increased each successive year. Wherever the provisions of the law were intelligently carried into effect, the library won strong friends. Teachers and pupils who once enjoyed the new luxury of a few books of reference, stories and literary classics, soon came to esteem the library a necessity. A few town officers so far apprehended the importance of bright books in the schools other than the textbooks that they made annual purchases. The number who did this was small. Though the state department, most county superintendents and others interested were energetic and enthusiastic, it became apparent that systematic, continuous additions to the library could not be secured as long as they depended on the varying caprices of officials who frequently, making matters still more unfavorable, hold office but one or two years in succession. During the seven years in which compliance with the law was voluntary, only 114 towns in the state made purchases for five years. Reports on the town library from the town clerks to the county superintendents and from the latter to the state superintendent have not been reliable because the blanks for the reports, new to the clerks, were not clearly understood. Items that properly belong to reports of the district library are found incorporated in township library schedules and conversely. Though not wholly accurate, items from the county superintendents' reports, indicating approximately the growth of the library since 1887, may be of interest. The report for each year below indicates the number of towns complying with the law before June 30th of the year given, but relates almost wholly to the library work of the previous year. The fairest test of compliance with the law in view of the evidently incomplete report of purchases for several of the years is the withholding of the money, since the

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money was expended for books at some time with very few exceptions.

No. complying with the law:

During year ending June 30, 1883.....	108
During year ending June 30, 1889.....	155
During year ending June 30, 1890.....	226
During year ending June 30, 1891.....	324
During year ending June 30, 1892.....	312
During year ending June 30, 1893.....	306
During year ending June 30, 1894.....	297
During year ending June 30, 1895.....	369
During year ending June 30, 1896.....	897

The legislature by chapter 47, laws of 1895, amended the library law in a very important particular. By that act, withholding the money annually for the library is made mandatory upon every town treasurer in the state. The effect is seen in the report for 1896 which shows approximately the results of the first year's operation of the compulsory feature of the law. About three times as many books were purchased as in any previous year and nearly one-half as many as were placed in the libraries during the seven preceding years. The fact that the retention of the library money and purchase of the books had been voluntary for so long a time seemed to make it difficult for town officers, especially in towns where the library had been neglected or wholly ignored, to realize that the amended law embraced more stringent requirements than had previously existed. As they had been so long officially instructed that "may" in the original statute meant "shall," it seemed difficult for them to comprehend that under the amended law "shall" does not mean "may." Though special notices were sent out to all town treasurers and town clerks from the office of the state superintendent, calling attention to changes in the law so that it might be carried into effect with as little friction as possible, yet some two hundred clerks and treasurers failed to profit by the precaution. At the request of the state superintendent the county superintendents, with the exception of four, ren-

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dered invaluable aid in enforcing the law, by reporting to the state department all delinquent town officers charged with duties under the statute. From a number of towns, teachers and school officers quickened the town officers by persistent demands for the libraries which were now guaranteed not only by the constitution of the state but by statute as well.

With this assistance, it became possible to reach the greater number of negligent officials and confront them with their obligations and duties. Where the money that should have been retained for the library had been negligently distributed among the districts, it was recovered by the town treasurers and devoted to the purposes for which the law intended it. Town clerks were stimulated to activity in demanding the money and purchasing the books. The full reports for the second year since the legislature made the observance of the law mandatory will not be accessible until the county superintendents' reports for the year ending June 30, 1897, are received; but special reports already received show fifty-four counties with no towns delinquent and indicate a growing approval of and ready compliance with the laws by towns inclined to be hostile to it before its full significance and effects were clearly understood. There are yet some districts, though comparatively few, that have no libraries and a considerable number more that have small beginnings, the result of two years' purchases, but with closer projected organization for the quite general enforcement of the law, and the annual purchases now assured, every rural school will soon possess a collection of books, measurably adequate to the needs of the school and whose value when estimated in ethical and educational influence will be priceless.

Experience has proved that all the amendments of the library law by the legislature of 1895 have added to its efficiency. The provision that the library must be kept in the schoolhouse during the periods that the school is in ses-

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sion has corrected the practice, formerly too generally prevalent, of secluding the books at the home of the district clerk or librarian, where they were not readily accessible to many of the children, but principally inured to the benefit of the custodian's family. Teachers under such conditions had little opportunity of acquiring such an acquaintance with the books as would enable them to properly direct the pupil's reading and supplement and enrich the study and recitation hours with the ready material furnished by a library conveniently at hand.

Another amendment that has been fruitful of good results is that directing town clerks to select the books for purchase with the aid of the county superintendent. No one, who is in a position to render aid of this sort, is so well acquainted with the needs of the individual schools under his jurisdiction as the county superintendent and the value of his assistance in this connection is already apparent in the selection of most serviceable books and the most economical expenditure of the money, where the county superintendent has given the help contemplated by the law.

Pursuant to the direction of the law, bound copies of each issue of the Farm Institute Bulletin have been distributed by the state superintendent to all the town libraries of the state. These books gratuitously supplied have furnished highly valuable and interesting reading for both children and parents, and have proved very welcome additions to the libraries.

The law should be further amended in the following particulars:

1. The provision for periodical collection and re-distribution of the books by the town clerk should be repealed. This feature has always been of doubtful practical utility and now, with annual purchases assured, its objectionable points outweigh the meritorious ones. Towns generally are not willing to pay for the work. Schools that exercise great care with their books do not like an

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allotment of battered volumes from some district where the library has been neglected or managed in a slovenly manner. Children often derive the greatest benefit from books they like so well that they read them over many times. The county superintendent's assistance in the original choice tends to prevent misfit selections for certain schools but the town clerks in one re-distribution may negative the value of such assistance.

2. The state superintendent should be authorized to furnish record books for use by districts. Such blanks, carefully kept, would lessen the danger of loss of books and promote the business-like management of the library. The cost to the state would be inconsequential.

3. The town clerk and town treasurer should be required to report to the county superintendent as to their action with respect to their duties under the library law, within thirty days after the expiration of the time limited by law for the purchase of books.

The state superintendent has each year issued a list of books recommended for purchase. Recognizing that the habit of reading and the taste for proper literature should be fixed early in children's education, it has been the constant effort of this department to encourage the purchase of books suited to the capacities of the younger children. A list for high schools has also been issued. This includes recommendations for a fairly comprehensive historical reference library, and a limited number of approved books on economics and pedagogics is indicated. Many of the high schools whose courses of study include these subjects are deficient in necessary supplementary material for the satisfactory pursuit of the branches. Science, general literature and miscellaneous reference books, too, are listed, from which a variety of books of great value to the high school may be chosen.

It is, of course, not sufficient that the schools are supplied with books. The use to which the books are put is

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the test of the value of the library. Many teachers have not lived and grown in an atmosphere of library books, and with such the narrow, contracted textbooks are of preponderate importance. The exclusive association, with cold, nerveless, soulless textbooks, has chilled and repelled the love of thousands of school children for anything in the form of a book. The teachers, and through them the children, should in every practicable way be trained to know and appreciate the possible value of the books in the library.

When the teacher once knows the library as intimately as he should know the textbooks he teaches, he will possess the necessary preliminary knowledge for directing the reading of his pupils and for extending intelligent sympathy to the children in their visions and travels into new worlds of thought and imagination through the medium of the library books.

The work of extending school library knowledge and enthusiasm has been progressing through the efforts of this department, through the interest of county superintendents in their visitorial duties and markedly through systematic instruction at the normal schools, at institutes by the conductors, and in discussions at numerous teachers' meetings throughout the state.

The school library is fulfilling the hopes of its most sanguine friends for the stage of development it has reached. As further experience will indicate and promote improvement in the law and its administration, and as the library becomes more and more a fixed educational force, linking closely together the home, the school and the community, it will drive out the weak, wicked, worthless books, the boys and girls will be directed along the pleasant ways of pure, invigorating, wholesome reading, their minds will be stored with useful information, the judgment enlarged, and their lives inspired with the lofty purposes and noble aims that find idealization in the best literature.

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FREE HIGH SCHOOLS.

No department of educational work under the supervision of the state superintendent is characterized by more marked progress, intelligent and sustained effort and satisfactory results, than that of Free High Schools. The fruits of careful organization, close supervision, and frequent inspection are manifest in the increasing efficiency of the teaching force, in the larger attendance, in the wider area from which pupils are attracted, and the growing regard in which the schools are held by the communities where they are maintained. The latter feature finds expression in the expenses voluntarily assumed in erecting large, commodious, and tasteful structures for housing the schools, modern in style, equipment and arrangement, with due regard to the morals, health and comfort of the occupants. This growing regard of localities for the high school is emphasized by the attention to and study of details which school officers bring to the administration of the affairs of the schools. This results in the constant effort to improve and enrich courses of study, the employment of teachers of broader culture, and special skill in the art of teaching, and a readiness to receive kindly and appreciatively the suggestions of the inspector and principals relating to the furnishings of the school, and co-operation in all plans for improvement in material and professional efficiency.

The following statistics recently gathered relating to free high schools, are significant, and emphatically justify the statements made above.

No. of free high schools, having four years' courses of study	138
No. of free high schools having three years' courses of study	59
Total number organized.....	197
Total number organized during last two years.....	8
No. organized during last two years, having four years' courses	4
No. organized during last two years, having three years' courses.....	4
No. of teachers employed in schools with four years' courses	440
No. of teachers employed in schools with three years' courses	76
Total number of teachers employed.....	516

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No. of graduates of colleges and universities employed as principals of free high schools.....	74
No. of graduates of normal schools employed as principals of free high schools.....	66
No. of persons holding state certificates employed as principals of free high schools.....	38
No. of graduates of colleges and universities employed as assistants in free high schools.....	184
No. of graduates of normal schools employed as assistants in free high schools.....	89
No. of free high schools accredited by University of Wisconsin.....	105
No. of pupils enrolled in free high schools during the last year: Males, 5,687; females, 7,720; total.....	13,407
No. of non-resident pupils enrolled.....	2,683
Amount of tuition paid by non-resident pupils.....	\$32,162.4

These statistics might be largely extended by adding such as relate to amounts expended for building, repairing, equipment, libraries, etc., the details relating to studies pursued by pupils, and various other matters. These will be found by those interested, in the statistical appendix of this report. Enough are here presented to make a basis for intelligent comment.

Attention is directed to the number and location of free high schools established during the last two years. The original intention of the high school law, was to offer an incentive to towns having only ungraded schools within their boundaries, to establish free high schools, thereby providing separate and systematic instruction in advanced studies for the few in each school district prepared for such instruction in a school by themselves. By this means it was designed to leave teachers in the ungraded schools with more time and concentration for the instruction of younger and less advanced pupils in the preparatory or elementary course of study for such schools. It was thought, also, that the principals of the high schools would exercise a helpful and salutary measure of supervision in co-operation with county superintendents, over the matter and methods of the preparatory schools, in the indispensable necessity that the two classes of schools be closely affiliated in purposes, spirit, and effort.

Thus the lacking feature of close and immediate super-

Free High Schools.

vision of common schools would be supplied, and great benefit result. This latter intention has not been fully realized. Most of the high schools established under the law have been instituted in cities or villages which had already organized graded schools, and are maintained by school districts, which have only an incidental, and not a vital or organic relation to ungraded schools of the vicinity. In fact only three towns, as such, have organized and maintained high schools, viz.: Manawa, Medina and Windsor; the first in Waupaca, and the last two in Dane county. Towns, as such, have been slow in taking action under the law. They have failed to apprehend the benefits which such action promises, and the people cling tenaciously to the conviction that all schools should be maintained through the district organizations, of which each adult resident is an equal and active integral part. But the need of high schools, in easy reach of the home, is slowly, but certainly, being recognized. This is apparent from the number of non-resident pupils taught in high schools. During the last year 2,688 of such pupils were enrolled in the high schools, and \$32,162.40 was paid for their tuition. These came from neighboring districts and towns, where the schools, largely occupied with instruction of younger children, with teachers inadequately prepared to teach advanced studies, and with meager or no equipment for illustration or experiment, or libraries for reference and inspiration, are unable to furnish facilities for intellectual growth suited to their needs. The high schools established during the last two years, are wholly within this great area of destitution of schools for secondary instruction, or in close proximity to the same, and it is hoped will furnish a strong object lesson of the possibility of successfully maintaining high schools, in the midst of sparse and scattered population. The schools alluded to were established at Birnamwood, Shawano county, St. Croix Falls, Polk county, Deerfield, Dane county, established in 1895; Loyal, Clark county,

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Palmyra, Jefferson county, Albany, Green county, Union Grove, Racine county, and Tomahawk, Lincoln county, established in 1896. Of these the schools at Deerfield, Palmyra, Union Grove and Tomahawk have four years' courses of study, and the other four have three years' courses.

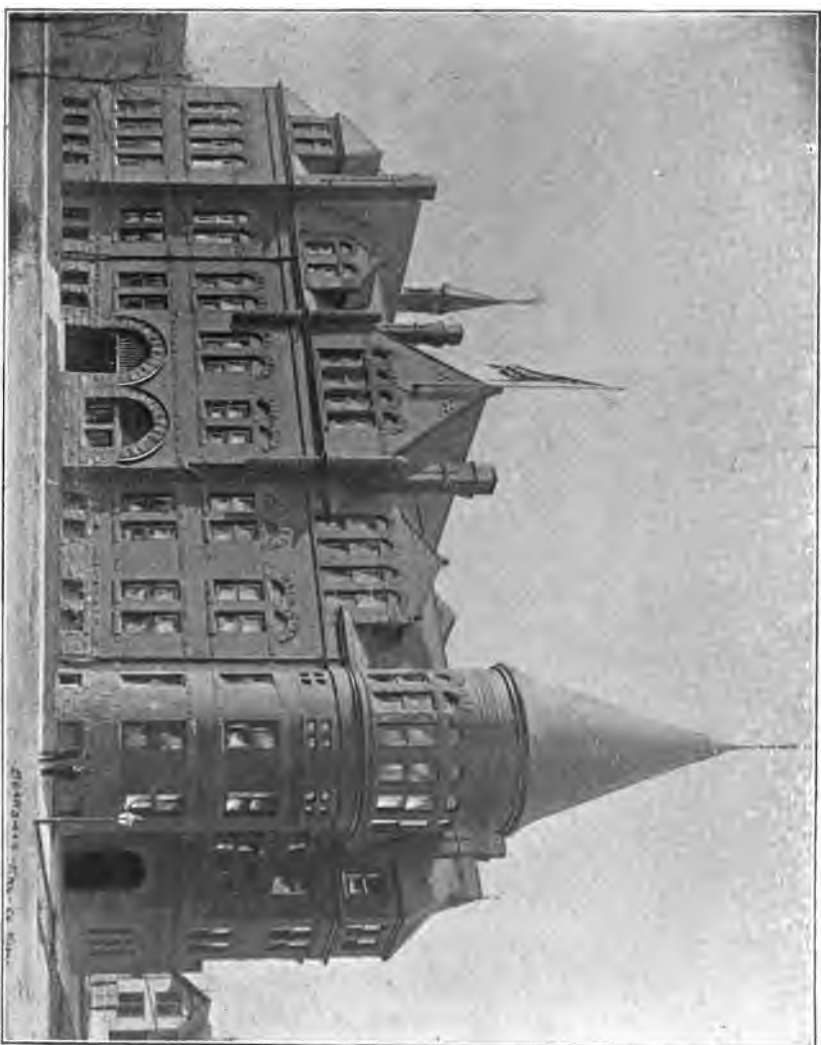
Courses of study for free high schools are still fruitful causes of discussion and experiment. A promising feature of present conditions, is the tendency to substitute four years' courses for the three years' courses. Quite a number of schools of the latter class have changed to the former during the past two years, and others are agitating the question of such change, and working to that end. To the careful observer it is apparent that an ideal course or courses have not yet been arranged. The interests which are represented in the promulgation of high school courses of study are not altogether concordant, or easily harmonized. On the one hand is the disposition, and seeming necessity, to adapt the course in its beginnings, to the work completed in the elementary schools. This is a varying standard, and results often in occasion for doing preparatory work in two or three branches in the high school, a multiplication of classes, or a lowering of the standard of admission, and confusion in classification through the entire courses. The defective and unsatisfactory results of the work in elementary schools especially in reading, language, and to some extent in arithmetic, are serious drawbacks upon the highest success of the high schools. On the other hand, the ambition to secure position upon the accredited list of the University, or colleges, leads to adoption of courses of study, in many cases, poorly adapted to the local conditions, and beyond the ability of pupils to master, or the quality of the teaching force employed to administer, or the disposition of the community to meet with suitable library and apparatus equipment, and room and facility for their employment in the work of the school. These, how-

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ever, are difficulties incidental to the development of a system of secondary schools any where, and their solution will be found when the attention of experts and of the general public is concentrated upon them, with a purpose to find a remedy. We have already progressed far enough in the consideration of the matter to satisfy advanced thinkers that the need of effort to improve rural and graded schools is essential and imperative. If we would have the best possible system of high schools, we must make the sources of supply strong, vigorous, inspiring. Our neighboring state, Minnesota, has entered upon this effort for providing for a special state inspector of graded schools. The first annual report of that officer indicates careful and incisive inquiry into the causes of defects, and an intelligent and courageous expose of the remedies required to overcome them. And these are so outlined as to be helpfully suggestive to all classes of schools below the high schools. Patience, experience, and wise co-operation, I have no doubt, will in time correct the evil of over crowded and pretentious courses of study. On the part of the schools there must be a relinquishment of ambition to be accredited upon so many courses, where the number of pupils requiring them is small, and where the teaching force is inadequate, and where it is impossible to offer so many courses except at the expense of thorough scholarship in the studies of a substantial English course. On the part of the colleges and the university there must be a more inflexible demand for proficiency in English branches, before consideration is given to attainments in classical studies.

In the matter of salaries paid to teachers there has been no marked advance during this biennial period, as indicated by the actual amounts paid. But as measured by the purchasing power of these amounts, the advantage is decidedly with the teachers. No disposition to reduce salaries appears.

1901



High School, Janesville, Wis.

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In the one hundred thirty-eight high schools having four years' courses, thirty-one changes in principals were made at the close of the year. In the fifty-nine schools with three years' courses, twenty-eight changes of principals occurred. Eleven of the first named principals voluntarily resigned to enter other professions, to accept higher positions, or to take special courses of study; leaving twenty only retired, presumably through action of the high school boards.

A very decided disposition to secure principals, and assistants of superior scholarship, ability and professional skill is apparent. Of the one hundred ninety-seven principals now employed, seventy-four are graduates of colleges or universities; sixty-six are graduates of normal schools; thirty-eight are holders of unlimited state certificates; leaving nineteen only qualified by special examinations, or otherwise, as the law provides. Of the three hundred nineteen assistants employed, one hundred thirty-four are graduates of colleges or universities, and eighty-nine are graduates of normal schools; leaving ninety-six otherwise qualified. The latter class is largely composed of persons who have not graduated from any higher institution but have high standings in the branches they teach, and each holds a first grade certificate from the local superintendent. The remainder are special teachers who have attained standings by examination in branches not covered by their local certificates.

Regarding the material provision for these schools, in the way of buildings, furnishing, illustrative apparatus and library and reference books, there is a very general and gratifying interest to provide liberally these things. Many new buildings have been erected during the two years covered by this report. Some of these are models for comfort, convenience and adaptation, notably those at Janesville, Portage, Racine, Burlington, Jefferson, Oregon and Bayfield. Not a few others need similar provisions, but

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are awaiting recovery from business depression, to enable them to build. Large additions have been made to equipment, and where the boards do not provide these needed additions, teachers and pupils are ready and willing to cooperate in devices to secure means to procure them. Diligent effort has been made by the high school inspector to acquaint himself personally with the more than five hundred teachers under his supervision, and with the quality and value of their work, and by conference with them, with the boards of education and patrons, and by suggestion and public addresses, promote the interest and inspire intelligence and zeal in the work of all interested in the schools. Occasionally it has been found necessary to suggest a modification in organization, or a change of teachers, owing to lack of adaptation or qualification; but these are exceptional cases. In the large majority of instances, the schools were found doing good work, under favorable conditions, inspiring young people with a love of learning and ambition to excel in intellectual culture. The moral tone of the schools in most cases was found healthy and satisfactory, and the necessity for discipline at a minimum.

The administrative duties of the inspector are numerous and exacting, and increasing year by year. The correspondence is large, the calls for examinations, preliminary to new schools, the inspection of papers, the applications for special visits and public addresses are numerous. All these duties require time, and must be met at the expense of inspection of schools. More assistance for this officer would add to the efficiency of the supervision.

MANUAL TRAINING DEPARTMENTS.

By chapter 358, laws of 1895, the legislature authorized any board of education in the state having charge of a high school to establish and maintain a department of manual training in connection with the schools under its control

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and management, and further enacted that the expense of maintaining such department be provided for in the same manner as expenses for maintaining high schools are provided for. This law directed the state superintendent to advise and assist in organizing manual training departments, and in arranging schemes and outlines of work, to establish a standard of qualifications for teachers therein, and with the aid of the inspector of high schools exercise general supervision over the same, inspect the departments, advise relating to their management, and make report, "giving full information concerning their number, character and efficiency, and their value as an educational factor." The law further provides that such schools as submit a scheme of work in manual training which is approved by the state superintendent, and employ a teacher whose qualifications are approved also, and maintain instruction therein in a satisfactory manner for at least six months during the year, shall receive from the state annually the sum of two hundred and fifty dollars, but not more than ten schools may thus be approved and receive aid.

In the discharge of the duties imposed by this law, the work and methods and purposes of manual training schools in operation were investigated. Such schools as had been established in Wisconsin, at Menomonie, Eau Claire and Appleton were inspected, and schools in Chicago and St. Louis, of long standing and wide reputation, were visited by myself and by the inspector of high schools. As a result of this study and observation, a circular was prepared and issued in the fall of 1895, reciting the law, recapitulating the duties imposed upon the state superintendent, outlining the scope of the work to be covered by schemes of work sought to be approved, qualifications of teachers, and equipment and work required. The following extracts from that circular will indicate its general character and the minimum requirements for approval. Maturer consid-

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eration and further observation have not convinced me that material changes in these demands are needed.

Scope of the Work.—After as extended and careful study as other imperative duties have left time to devote to this subject it seems wise to announce the following:

(a) The scheme of work should cover at least two years of time, and should be of a character to afford advantages to all classes and both sexes represented in the school.

(b) Specifically, the scheme should include instruction and exercises in free hand and mechanical drawing.

(c) Instruction and exercises in bench work in wood—sawing, planing, tenons, mortises, joinery, inlaid work, etc., etc.

(d) Instruction and exercises in lathe work in wood—wood turning, face-plate and center turning, polishing and simple designing.

(e) Instruction and exercises in blacksmithing—elementary processes of the forge—welding, forging, and tempering.

(f) Lathe work in metal—metal turning, use of machine and hand tools in metal work; exercises devised to develop uses of tools.

The above lines of work may be expanded almost indefinitely, as facilities are provided, and the course is extended, to include pattern-making, molding, casting, etc.; by introducing exercises in wood carving, in the use of carving tools in ornamental line work, and the shaping of simple designs in low relief. Drawing, also, may be extended to include architectural drawing and designing.

(g) Instruction and exercises in sewing—forms of stitches, piecing, hemming, darning, mending, patching, making. As facilities are provided, cutting, fitting and making garments in cotton, wool, and other fabrics, may be voluntarily added.

(h) Instruction and exercises in cooking—study of foods, dietetic values and combinations; uses and processes of cooking; preparation of common foods—soups, meat, vegetables, bread, tea, coffee, cocoa, cakes, pies, puddings, etc., etc.

Equipment and Work Required.—The equipment and work should be progressive. No attempt should be made to fully equip or determine the work of the department at once. Bench work and lathe work in wood, with free hand and mechanical drawing should be inaugurated the first year. This is all that will be required, if sewing, cooking and advanced work in metal are outlined in the scheme of work to be commenced not later than the second year. Each scheme, as presented for approval, will be considered in relation to the locality for which it is designed.

Before deciding upon equipment, school officers will find it advantageous to correspond with the manual training directors of the schools at Menomonic and Eau Claire, Wis.

The question has arisen whether manual training should be included in and made a part of a definite and prescribed course of study in the high school. This is the practice of some schools, that have literary and manual training courses. But it is not deemed wise to require this. A limit should be made by local regulation, confining manual training to a maximum of four and one-half hours per week, per pupil, which will include the drawing. Programmes should be so arranged that this work can be taken without interference with recitations in literary courses. If it can be arranged, the director of manual training can be assigned classes in drawing, physics, and geometry, and this doubtless will be found a satisfactory grouping of studies.

These instructions and suggestions are made tentatively and experimentally. They will doubtless require modifications and additions, as experience brings wisdom and clearer understanding of what is necessary and

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practicable. Delay in issuing this circular has been inevitable from causes beyond control. It is issued now, that such schools as may desire to avail themselves of the proffered aid the present year, may immediately make preparation to open the departments.

Trusting that this new departure in educational enterprise in the state will meet with hospitable encouragement, and result in promoting real scholarship, rational mental discipline, the dignity of labor, preparation for useful citizenship and the practical affairs of life, this circular is submitted to all interested.

Under these directions schemes of organization and work were submitted for approval by the high school boards at Menomonie, Eau Claire, Appleton, Janesville and Florence. The first three named had manual training departments already in operation. The one at Menomonie is a large and flourishing school, housed in a separate building, with extensive and elaborate power and machinery and equipments in the departments of wood, iron and blacksmithing, in cooking and sewing, in modeling, drawing and painting. Under the liberal and enthusiastic patronage and direction of Hon. J. H. Stout, this institution has become noted throughout and beyond the borders of the state, and in practical educational value and general economic results fully equals the best and long established manual training schools of Chicago and St. Louis, brought to its present high success and efficiency by personal direction and management, with very little local aid and with no state aid or recognition. The department at Eau Claire is in the basement of the high school building, and little outlay was necessary to enable it fully to do the work outlined. At Appleton the same conditions existed as at Eau Claire, but a different plan of organization prevailed. These schools all had the advantage of experience and a study of the problems involved. At Janesville and Florence the work was commenced during the last year, and was entirely new to all. At Janesville a young man from the engineering department of the university of Wisconsin was secured as director of the manual training department. He was not otherwise identified with the school and was at the school but two or three days in the week. The arrangement did

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not prove satisfactory. At Florence, the principal of the school acted as director of the department, and a fair start was made in inaugurating the system. All of these schools made required reports, and from these the following statistics are compiled:

At Menomonie the department was established in 1891; was maintained 176 days during the last year; each pupil devotes $4\frac{1}{2}$ hours per week to the work; manual training is open to pupils in all courses in high school, sewing to girls in the fourth grade and upwards, sloyd to boys in the sixth grade; manual training is not compulsory, but practically, all permitted take it; 254 pupils took the training last year, about an equal number from high school and from grades below; a director of mechanic arts, a teacher of domestic arts, and a teacher of art are employed; aggregate salaries \$2,665.00; mechanical, free hand and architectural drawing are taught. The city superintendent is principal of high school and supervising director of manual training. The cost of original plant, \$45,000.00; cost of additions last year, \$300; cost of material, \$368.57; cost of repairs, \$30; total cost of department last year, \$3,633.82, including fuel, janitor, etc. All teachers devote full time to high school and grade work.

At Eau Claire the department was established in 1880; was maintained 180 days last year; each pupil devotes six hours per week to work; is open to pupils in all courses; also to seventh and eighth grades; a little less than one-third are from high school; 179 pupils received training; one director, salary \$1000, and one assistant, salary \$450, are employed. The cost of original plant, \$500; paid for material during year, \$60.17; total cost of department for the year, \$1,510.17. The director uses one-sixth of the time teaching academic branches.

At Appleton the department was nominally established in 1886, really and fully in 1894; was maintained 180 days during the year; each pupil devotes $7\frac{1}{2}$ hours per week to

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work; is connected with a definite scholastic course, and is also elective as an extra study; manual training is not compulsory and is open to no grades below high school; 9 pupils took training last year; one director, salary \$900, is employed and gives one-half of his time to teaching academic branches. The original cost of the plant was \$250; paid for additions during the year, \$291.80; paid for material, \$27.50; total cost of department during year, \$769.30.

At Janesville the department was established in 1896; was maintained 120 days during the year; each pupil devotes three hours per week to work; is open to pupils in all courses in the high school, to none in grades below; manual training is not compulsory; 20 pupils took training during the year; one director employed, salary \$125. The original cost of plant was \$100; paid for additions during the year, \$100; paid for material, \$25; total cost of department for the year, \$350.

At Florence the department was established in 1895; was maintained 120 days during the year; each pupil devotes five hours per week to work; is open to all courses in high school, and to pupils in seventh and eighth grades; is not compulsory; was taken by 24 pupils, equally divided between high school and lower grades. The principal of high school is director of manual training, and devotes one-sixth of time thereto. The cost of original plant was \$500; paid for addition during the year, \$133.50; paid for material, \$15; total cost of department for the year, \$365.16.

Several other school boards have had under consideration the subject of manual training, but owing to lack of means have been unable to establish departments. At Racine a very competent and cultivated gentleman, Mr. N. Johnson, a graduate of the university at Christiana, has been accorded the use of the commodious basement of the high school building, and is conducting a private manual

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training department therein. At an early day this ought to develop into a department of the public school.

It is too early yet to determine from our own experience the results of these departments, as they affect the scholastic and general culture of those enrolled therein. The reports of directors and local authorities are to the effect that pupils carry this work in addition to regular work in the literary courses, with ease, and with no abatement of requirement in those courses; that the habits of attention, methodical and continuous application, and close observation, as well as the quickened and broadened mental alertness resulting from manual training, appear to be transferred in noticeable measure, to the work of the school and class rooms. Observations for a single year, or of a single class or a limited number of pupils, are not conclusive with regard to the extent or the permanent value of any educational process or factor. Longer experience and more varied observation alone can determine the full effect and value of this experiment, as well as the most advantageous points to which it may be applied.

SCHOOLS FOR THE DEAF.

The state of Wisconsin has made very generous provision for the care and instruction of defective classes. No class has been more amply provided for in this way than that of deaf mutes.

A very excellent institution for their care, instruction and training has been maintained at Delavan for many years. Here the children are received and systematically instructed until they have acquired a good common school education. Both the sign and oral methods are employed, and many become experts in lip-reading and in speaking. They have the benefit of industrial training, and various industrial arts are employed for this purpose. They have the advantage of a model home-life, with the comforts

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and conveniences relating thereto, without extravagances which would alienate them from the average home-life of the ordinary citizen, and the girls are inducted into practical knowledge and experience of the domestic arts.

All this is freely offered without cost to the beneficiaries.

Since 1885 the state has encouraged the establishment and maintenance of day schools for the deaf in places where a sufficient number can be gathered to warrant the employment of one or more teachers, where the oral method only is employed. This encouragement has been in the form of a payment of \$100 from the state treasury for every pupil taught for nine months in a day school, and proportionally for a shorter period. Since 1892 the amount paid for the full term has been \$125 per pupil, and proportionately for a shorter term.

Up to January, 1895, four day schools had been established, and were in operation, viz.: At Milwaukee, at La Crosse, at Wausau, and at Manitowoc. During the period covered by this report six such schools have been authorized, and five of these were maintained during the last year, viz.: At Sheboygan, Eau Claire, Fond du Lac, Marinette and Oshkosh, and received aid from the state the present year. The school at Appleton has not yet been opened. The cities of Superior and Menasha expect to establish such schools at an early day. The resource for teachers for these schools has been the training school maintained by the Wisconsin Phonological Institute, in Milwaukee, in connection with the day school for the deaf. This is a purely voluntary and philanthropic association united by a bond of sympathy for this class of unfortunate youth.

In the nine schools which made reports and received aid the present year one hundred twenty-one pupils were enrolled—seventy-one boys and fifty girls. The whole number of days of attendance was eighteen thousand and seven hundred seventy-nine, which is an average of one

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hundred fifty-five and one-fifth days for each pupil. The amount paid to these schools from the state treasury was \$12,474.40. The details of these payments are as follows: To the school at Eau Claire, \$554.55; to the school at Fond du Lac, \$725.65; to the school at Milwaukee, \$3,170.03; to the school at La Crosse, \$875.00; to the school at Oshkosh, \$856.89; to the school at Manitowoc, \$1,019.08; to the school at Sheboygan, \$870.13; to the school at Marinette, \$521.87; to the school at Wausau, \$381.20. The amount expended for maintaining these schools, as reported is \$12,210.98.

As far as my observation extends, I am impressed that these schools have done excellent work during the last year. The teachers, as far as observed, appeared to be well qualified, and thoroughly interested and devoted to their work. Whether all the effort to produce speaking and lip reading with facility in all the pupils will be successful remains to be determined.

Strong claims are made for the advantages of these schools. Hon. R. C. Spencer, president of the Wisconsin Phonological Institute says:

"The establishment of public day schools for the deaf at or near their homes secures the blessings of home care, affections, associations and influences more necessary even than to hearing and speaking children. Home and school are brought into mutually helpful and sympathetic relations with one another and with the community. The pupils being few, the teachers are enabled to know them and their families more intimately and to meet their wants more perfectly.

"These public day schools for the deaf not only bring under instruction children who would otherwise grow up in ignorance, but they stimulate the state school at Delavan to greater exertions especially in teaching speech and by speech. They also keep the deaf in the normal environments of daily life among hearing and speaking people impossible in institutions and more necessary to the deaf than to normal children.

"Oral teachers of the deaf in public day schools are helpful to other teachers in showing how to deal with children hard of hearing or defective in speech. They are also useful to adults who lose their hearing and wish to learn lip reading. They get into touch with the sign-taught adult deaf, teach them lip reading and otherwise aid them. The tendency of these schools is toward awakening a more general interest in the deaf and a desire to promote their welfare."

If these schools continue to increase in number and in enrollment, it must be apparent to every one, that an ex-

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pert in this department of education should be appointed as inspector of the work. In no other department is it so important that the children be trained properly. Competent expert supervision would increase the efficiency of these schools.

ARBOR DAY.

Arbor Day was observed very generally by the schools which were in session on the day designated each year by proclamation of the Governor. The state department issued manuals in sufficient numbers to supply all the schools. These manuals were for the most part compilations of contributions of Wisconsin writers. The poems, stories, practical directions for tree culture, presentations of interesting and attractive phenomena of plant life and growth and the illustrations took on added interest from their being the product of our state talent.

Many parts of Wisconsin abound in trees but even in such places Arbor Day has an important significance. The day is spent generally in such a manner that the children's minds are directed to the beautiful and instructive in nature and nature literature. The enthusiasm kindled by the joyous exercises serves as a stimulus of interest in many a useful lesson. In numerous districts Arbor Day is the time for raking, cleaning and adorning the school grounds as well as for the planting of trees. Reports show that teachers, children and often parents enter into this work with zeal and appreciation. Thousands of trees have been planted in whose growth there is the greatest personal interest of the children and when the generation of children having participated in the pleasant and useful celebrations of this holiday reaches maturity, the early lessons of Arbor Day will no doubt result in a better conception of the importance to the material welfare of the state of the wise treatment of the questions relating to forestry and arboriculture.

Memorial Day.

MEMORIAL DAY.

In response to a resolution adopted by the Wisconsin Teachers' Association, for which several posts of the Grand Army of the Republic took the initiative, the state superintendent prepared a pamphlet with program and selections to be used as a stimulus and guide to a patriotic observance of Memorial Day. This effort from the state department to foster the interest of schools in the proper recognition of the day met with hearty response by the schools and commendation of the people from all parts of the state.

The selections were extracts from the most eloquent oratorical tributes that have been uttered in praise and appreciation of the country's heroic defenders in periods of national peril. Memorizing and reciting such noble and grateful sentiments does much to inculcate a spirit of patriotism that should pervade every public school. Every American child should not only study the events, causes and results that form our national history, but should also be afforded opportunity of cultivating the feelings of admiration for heroic characters, gratitude to the martyrs for liberty's sake, and pride in the heritages of heroism left us, emotions which are the very essence of the sentiment of patriotism. To this end the continued and more general observance of the national holidays by the schools deserves encouragement.

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REPORTS OF COUNTY SUPERINTENDENTS.

On account of limitation of space, some abbreviations and omissions of reports have been found unavoidable.

BARRON COUNTY.

DORA M. RISER, SUPERINTENDENT.

The 150 visits made by me during the past year at the schoolhouses have shown me that, while our schools are far from what I would like to see them, they are growing better every year. We have few of the old log schoolhouses left. The four remaining will be replaced by others in a short time. The four new schoolhouses built during the year are all comfortable, well furnished buildings, with careful provision made for ventilation and heating.

With few exceptions our schools are all supplied with good blackboard, patent desks and seats, maps, globes, reading and physiology chart. These things mentioned are the ones that I deem absolute necessities and have recommended them as such, requesting school boards to buy them *first*.

During the past year there have been eleven first grade certificates granted, thirty-four second grade and 124 third grade. I have been pleased to note the movement on foot among our school boards to give preference to the teachers holding the higher grade of certificates. Many of our boards have passed the resolution not to engage a teacher holding anything less than a second-grade certificate. I think more of them will do this during this year. This movement is of necessity having its influence on the teachers. The applications for the higher grades of certificates are twice as many as two years ago. I venture to prophesy that the time will soon come, when in this county an inexperienced third-grade teacher will have to look elsewhere for a position.

There were three summer schools in this county during the year; at Cumberland, with an attendance of fifty; at Barron, with an attendance of twenty-five, and at Chetek, with an attendance of thirty. First, second and third grade studies were pursued in all of them.

Under the new institute law three institutes have been held. Two of them have been two-day sessions and one of them a one-day session. Lectures have been given by the conductors in connection with all three. In all of these institutes an outline of work has been sent to each teacher. This has given a chance for preparation and teachers have been more interested as a result. I think our teachers feel that they have received their money's worth from the new institute fund, and I think there is general satisfaction in this county in regard to that law.

All of the towns but one withheld the library money last year, and all of them this year. It has been hard work to get town clerks to purchase the books, and harder still, to have them put into the school-rooms. On account of Des Forges & Co. not being able to fill orders, many of the libraries did not get into the schools until after the fall terms were closed. Some of last year's orders, I understand, have not been filled yet. This year, as far as I can find out, no town clerk has had his order filled. I wish something might be done so the books could be placed in the schools at the beginning of the school year. Our terms are short up here and the library

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ries will not do much good unless they can be in the schools early in the fall.

Thirty-eight young people passed the examination for the common school diploma during the past year.

The manual has been more thoroughly worked into our schools during the past year than ever before, and is a wonderful stimulus to faithful effort. By means of it, we have secured the co-operation of parents in our work, and deepened interest in school work on the part of pupils and teachers.

BUFFALO COUNTY.

MARY E. SHANE, SUPERINTENDENT.

There seems to be a steady growth along educational lines throughout the county. With but few exceptions, teachers are no longer willing to enter schools without at least a high school education, while the percentage of those who attend normal schools has more than doubled the last two years. School boards, too, are realizing more than ever the necessity of trained teachers, yet they do not always make as strong efforts to keep teachers of training and experience in our rural schools as they should.

Fifteen pupils graduated from the common schools this year. The decrease in numbers over previous years was caused by raising the standard so as to keep our boys and girls in school. In many cases pupils have not access to high schools so it was thought best to keep them in common schools a few terms longer.

In general, school houses are well supplied with necessary apparatus and are in fair condition, a few only still cling to hand-made seats and desks. It is to be regretted that in several large districts school is maintained only six months, and in others the school year is broken up into short terms with frequent changes in teachers.

Two graded schools have been organized during the last two years.

Last year local teachers' meetings were maintained at four different points during the fall and winter months, and much good was derived from them. An outline of work was pursued in pedagogy, reading and history which proved more profitable than papers written or topics discussed at each meeting, as all teachers were held responsible for the entire work. The union meeting held in February, was largely attended and great interest and enthusiasm manifested among teachers.

A two days' institute was held, in accordance with the new law, in May, at Mondovi. The results were very satisfactory. A vote taken at that meeting showed that teachers, in general, are in favor of the law, and satisfied that it is one dollar well invested. Another institute will be held at Fountain City, in November. Last year three towns failed to comply with the library law, through neglect rather than intentional, but I am pleased to report that all towns have cheerfully met the requirements of the law this year and suitable books have been purchased by each district. There is a growing demand for these books with teachers and pupils, and many of the parents are becoming interested in the plan.

BURNETT COUNTY.

MRS. J. S. WILLIAMS, SUPERINTENDENT.

There has been a gradual improvement in the schools of our county. The great trouble seems to be to get schools enough to accommodate our increasing population. In the towns where the district system

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prevails the districts are organized as soon as the settlers begin to feel the need of them. Good comfortable schoolhouses are built (sometimes of logs) and school started. But in one town under the township system there seems to be great unnecessary delay. There have been two built in that town this last year and one more will be built soon. But the board have petitions before them for seven others and our Indian population is still pleading for schools. The township system does not seem to work as well in this county as the district system. It seems almost impossible to start a new school with that township board. Four years ago this spring the Indians at the mouth of the Yellow river put in a plea for a school but it has not yet been granted them although they claim thirty-six children of school age.

Nearly every school, in fact I may say every school, has complied with the flag law. For my own part I see but one greatly needed improvement in our system here and that would seem to be more months of school for the country schools. Of course I understand that is optional but I think in our Scandinavian settlements there should be more than six months obligatory, for there are a great many districts where they will have only what the law requires them to have. As a general thing outhouses and buildings are in good repair.

Arbor day was quite generally observed. In a great many of our districts, however, it is quite unnecessary to set out trees as our schoolhouses have fine natural groves about the grounds.

The wages for teaches are lower than ever here before as the times are so extremely hard, and expenses must be curtailed.

CHIPPEWA COUNTY.

ANNIE E. SCHAFER, SUPERINTENDENT.

While there are some things to discourage a superintendent in this county, yet there is much to encourage.

The standard for teachers' certificates has improved much. At the first examination, held in the spring of '95, the minimum required for third grade could not exceed 35 per cent. Even then, of the 160 applicants 50 per cent. failed to receive certificates. At the fall examination, same year, the minimum was raised to 50 per cent. for third grade, 65 per cent. for second and 75 per cent. for first grade. The questions in theory and art and reading were based upon certain specified books, and the result was a great improvement in the standings in those two branches. This last spring the minimum for third grade was raised to 55 per cent., where it still remains. The second and first grade minimums remain the same, viz., 65 per cent. and 75 per cent. The papers of applicants this fall were better than ever before, and more second and first grade certificates were issued.

As the county is so large (1,980 square miles, 168 schools; many of the roads almost impassable and the schools in some portions widely separated, it is impossible for one superintendent to give the close supervision which frequent visitation would insure. In order to accomplish better work a County Teachers' Association, the first in the history of the county, was regularly organized in the fall of '95. The county was divided into four sections; a strong teacher in each section was appointed local manager of that section or division. A system of credits for attendance and interest was arranged, regular work was outlined, methods and school management, and the various branches as outlined in the manual were discussed. These meetings were well attended, and proved of much benefit to the teachers, as was made evident by the improved work in the school-room.

In connection with the work of the association, each division had a short session institute, with an excellent conductor in charge, who gave an

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evening lecture as well. Such institutes were held at Cadott in December, '95; at Bloomer in February, '96; at Bruce in March; at Chippewa Falls in May. It was the first time a teachers' institute had been held anywhere in the county except at Chippewa Falls, and these departures were much appreciated, not only by the teachers in those localities but by the people in general, some of them coming a good many miles to attend the evening lecture.

The short institutes held while schools were in session and teachers were in need of inspiration and help, have done more to popularize the "examination fees" than anything else could. They feel that they get a good deal for their money. In each case the conductors have done excellent work, and the evening lectures have been very good, the topics being such as would reach all present.

Our summer school, which has become an established feature, showed an attendance this summer of 132.

Our regular county institute, held the last week in July, enrolled 188 members.

The teachers of the county, though young in the main, show an earnest spirit, a willingness to co-operate, which makes the superintendent's work among them very pleasant.

About one-half of our teachers are members of the Wisconsin Teachers' Reading Circle.

There has been a great awakening among our teachers concerning Normal training. A large delegation from this county will be in attendance at the various Normals this year.

There have been more requests from school boards this fall, for teachers holding first and second grade certificates, than at any previous time, which seems a hopeful sign of growth.

A circular letter was issued to all school boards just before the annual meeting was held, calling attention to needed repairs, improvements, apparatus, etc. It has resulted favorably in many cases.

Much attention has been given to the graduation of upper form pupils, but the results are not yet what they might be. There are various difficulties in the way which must be overcome.

There are fully 100 children in this county between the ages of 7 and 13 who do not attend school twelve weeks during the year. In some instances it is owing to lack of interest on the part of parents, in others, because of the distance to the school and the dreadful condition of the roads. A "good roads movement" is much needed in Chippewa county.

An educational exhibit has been a prominent feature at our county fair the past two seasons. Last year the exhibit was crude in many respects, as it was the first attempt, and with many the necessary material was not available. This year a most creditable exhibit was made. The improvement over last year was very marked. The premiums this year were books. About \$172 worth were awarded.

Our school houses are comfortable, as a rule, with the exception of *ventilation*. Would that by some wise law school boards would be compelled to provide for ventilation when they build school houses.

Our county contains fifteen towns and fifty-five townships. Of these towns ten are under the district and five under the township system of government. As a rule, those under the township system are the best equipped and pay the best salaries.

Strong efforts have been made to secure obedience to the school law. Many school boards were found to be without school codes. A good many of our teachers have provided themselves with copies of the code, and, in order to emphasize the importance of being familiar with the school law, various topics from the code were considered at our teachers' meetings. In this way the teachers have been able to do missionary work in regard to "law and order" in their own school districts.

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CLARK COUNTY.

GEO. E. CROTHERS, SUPERINTENDENT.

Our schoolhouses are generally in excellent condition. But two of the pioneer log buildings remain. Several of the earlier frame buildings have lately been remodeled and veneered with brick, so that as far as appearance and comfort are concerned nearly all are above criticism, unless it is in the matter of lighting. Comparatively little attention is paid to the hygienic placing of windows or seating.

Furniture and text books.—Every schoolhouse in this county is furnished with patent desks. Nearly all have more or less slate blackboards and in nearly every school room in the county there is an abundance of apparatus, some of which is costly lumber, but for the most part usable in everyday work. A majority of the districts furnish free text books in some manner, either loaning or giving them to pupils. There is no trouble in lack of uniformity. Many of the schools are not supplied with a good reading chart, while most of them possess one of some kind. However, with the general abundance of good blackboard this want is not so severely felt.

School grounds.—The statistics in my annual report are not satisfactory in regard to Arbor day. Most of our schools which were in session early enough to prepare, observed the day in an appropriate manner, and others which began later planted trees and had exercises a few weeks later. While there is room for improvement in our school grounds, yet I can see great improvement in their appearance in the past few years.

Teaching force.—A larger number of our young people than formerly have lately taken to the normal schools, state university and other institutions of higher learning,—but few of the graduates of these have found their way into our schools. A fair number of our teachers have attended a year or more in one of these institutions, and very few, indeed, have never attended anything but the common district school. Our three (this year four) high schools and eight other graded schools have helped greatly the general scholarship of the teachers in this county. The standard has gradually been raised, so as to keep the supply of certificated teachers but slightly in advance of the demand. A much larger proportion of our teachers than formerly hold second grade and first grade certificates.

Institutes and summer schools.—In the summer of 1895 a summer school was held in Neillsville, under my own direction. This summer three schools were organized, one at Loyal, one at Colby and one at Thorp, under the control of the respective local principals. The school at Loyal was followed by the regular fall institute (state), that at Thorp by an institute from the county fund and that at Colby by the regular state institute for Marathon county, Colby being situated on the county line. All of these summer schools and institutes were well attended. A spring institute from the county fund was held in Neillsville.

Township libraries.—There was a somewhat tardy compliance with the law in this matter in a few towns, though nearly all withheld money. I think there will be more prompt and general compliance with the law this year. There seems to be little opposition to the law, and in several instances public opinion has urged the purchase of the books. The demand by the teachers has helped this. The books give general satisfaction.

On the whole the outlook for the schools of this county is hopeful. Through a period of business depression, teachers' wages have not been lowered materially, the school sessions have not been shortened, nor the necessities of the school room neglected. The shifting nature of our teaching force which must continue here as elsewhere in this country un-

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der present conditions, brings into the field each year the immature and inexperienced, but the general scholarship of our teachers is growing steadily better, and there is a prevailing willingness among them to spend time and money in improving their general and professional education.

CRAWFORD COUNTY.**E. E. BRINDLEY, SUPERINTENDENT.**

The popular opinion in this county is becoming more and more inclined toward better schools and higher education. The people, as a whole are becoming more enlightened, and in a better condition than ever to drink from the stream of universal culture. The field of intellectual resources in this section is broadening, and better, more energetic more painstaking, and more thoroughly qualified teachers are being hired to fill our educational institutions.

Both parents and teachers have been manifesting greater interest in behalf of our schools than in the past, and this county for the first time sends a good delegation of students to state normals and other places of learning, which is in itself, sufficient proof of the fact that our teachers are becoming very desirous to be more able and competent to fill their positions of trust and responsibility.

The progress made in the general condition of school buildings has been marked during the past year. The village of Ferryville has established a new graded school. Gay's Mill and Steuben are erecting new graded school buildings. Soldier's Grove has just made a contract for the construction of a school building at a cost of \$6,000. Conditions are favorable for the establishment of a high school at this point.

Very successful efforts have been made to introduce the manual into every school. Nearly all of our school boards have adopted it, while all of our energetic teachers use it. I have based my theory and art questions on it in part, and in this way induced its study. During the past year a class of fifty-one graduated from our common schools and received the diplomas they merited. This being an increase of twenty over last year, is sufficient proof of the enlightening influence of the manual in our common schools. A very large per cent. of the common school graduates enter higher institutions of learning.

Arbor day continues to be well observed through nearly all of the schools of the county. The value of this work cannot be over-estimated and should receive great attention and much encouragement, since it teaches pupils a lesson in horticulture, cleanliness and pride, which could otherwise never be learned. In the near future the school grounds will be the most pleasing and attractive place in the district if those improvements continue, and a place where the pupils will take pleasure and comfort in resorting.

A short time before memorial day, May 30, 1896, there was mailed to each teacher in the county a circular from the state superintendent, also a letter from the county superintendent, stating the necessity of teaching patriotism in the schools. The occasion was very well observed by the schools in session. The day was made a grand success throughout this section, and people look forward to a similar one in future time. In a number of localities the teachers and pupils united with the G. A. R. Post, and as a natural consequence the time was passed in great enjoyment.

During the past winter a series of five teachers' meetings and two institutes were held. Circulars were forwarded to each teacher specifying and outlining to some extent subjects to be treated and program to be followed. These meetings were held at different places so as to make it

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opportune for each to attend. In these meetings the modern methods of instruction were thoroughly and understandingly discussed by the teachers. Much attention was paid to the topic of school government and its necessity was unanimously agreed upon. The reading of good books, newspapers, magazines and educational journals was held to be essential to good teaching. Teachers who attend these associations gather strength and encouragement by thus being brought in contact with others employed in the same vocation of life. In connection with these meetings a series of lectures was given by the Platteville Normal faculty. These meetings were well attended by all friends of education, reaching those for whom they were intended.

As the progress of our school system depends upon our desire to make it what it should be it is very essential to have some method to awaken a better and stronger interest in school work.

All of the towns in the county cheerfully complied with the library law this year. In several of the towns the system has taken deep root and the people would not abandon it under any consideration. The teachers make good use of the books, very few, if any, are willing to limit their work to the narrow confines of the average, every day text-book. The library law has already caused many good books of all kinds to be spread throughout the county, and thus placed in the hands of those who otherwise could not have them at their command.

This law, in my mind, is of great use in augmenting liberal education, for many noble and lasting ideas can be gathered from these books, which could never be obtained from common text-books. They develop and broaden the mind and heart in a manner that text-books never can.

Inculcate within the pupil's mind at an early age the desire for good reading, and you open the avenues for intellectual progress in time to come. Fix within their souls this vital point and all else will come of itself. They will then be able, willing and desirous to be partakers of that inexhaustible fountain of knowledge which is open for us all. Therefore I look forward to the establishment of good libraries throughout the state with hope for they are unquestionably one of the principal factors, which should be employed in the solution of this great problem of education as it presents itself to us as a civilized nation.

DANE COUNTY—FIRST DISTRICT.

KATE L. SABIN, SUPERINTENDENT.

I herewith submit for your consideration a supplementary report on the condition of the schools in the eastern district of Dane county.

First of all I wish to commend the dollar examination fee. Applicants present themselves at the examination better prepared than formerly to do the work, they try to take the examination in the county in which they expect to teach, and a greater number try for second and first grade certificates. During the year we had from this fund a number of helpful one-day institutes that did something towards developing a professional spirit, and creating a genuine desire to learn the subject matter to be taught and the way to teach it.

The greatest need in this county is a better equipped teaching force. The desired result can be brought about only when district officers realize the importance of their schools, even if all the children in them are small. Something has been done towards improving schoolhouses and grounds. Several buildings have been enlarged, and some new ones erected. There seems to be an alarming apathy among teachers and school officers in regard to the condition of the outbuildings. In most cases, however, repairs have been made when I have suggested them.

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The school libraries, where intelligently used and properly cared for, have already shown their effects. Many districts are negligent in providing a suitable case for the books, but worse still, many of the teachers have no idea of their value; no appreciation of a fine bit of literature, and are too indolent to really know the books.

Notwithstanding the drawbacks, there are many incentives to work, chief among which is the cordiality with which many teachers and patrons of the school respond to a sincere effort to make the schools more efficient. A more thorough supervision than is possible in so large a district is essential to the good of the schools.

The interest of the state educational department in the district schools is felt and appreciated. The Arbor Day and Memorial Day circulars, the library list, the letters of information published from time to time, and the still nearer relation of talks to the teachers at institutes and teachers' meetings, testify to this interest and help materially in the work.

DOOR COUNTY.

W. L. DAMKOEHLER, SUPERINTENDENT.

This county contains sixty-five school districts and employs sixty-nine teachers. (This does not include the city of Sturgeon Bay, which alone employs thirteen teachers.) I have visited each of the district schools twice during the last year, and have usually remained at each place during a one-half day session.

With but four exceptions our schoolhouses are in excellent condition. I am told by insurance men that they are the best in the state. School patrons are also beginning to wake up to the fact that school out buildings ought to be kept in decent condition, and much improvement has been made during the last year.

Our teachers are very earnest and active, and are continually preparing themselves for better work. The Manual, White's Elements of Pedagogy, Patrick's Pedagogics and Patrick's Pebbles are found in nearly every teacher's library.

There is in this county a regularly organized educational association known as the Door County Educational Association and Teachers' Reading Circle. All teachers, all who have taught, all who expect to teach, and all who are interested in teaching are members of the association. There is no fee attached to membership. All that is required of members is that they prepare on the work outlined, come to the meetings, which are held monthly in each of the three divisions of the county from September to March, and "help to make things go."

Since the law requiring teachers to pay an examination fee of one dollar was enacted, \$184 have been collected and \$103.05 have been expended for institute purposes. Teachers are generally in favor of the law, and believe they receive much benefit from its operation.

The last annual report shows \$3,425.31 cash on hand by the different school districts of the county, June 30, 1896, or about one-half as much as required to pay the teachers' salaries for the coming year. This is certainly a healthy financial condition.

Greater interest is each year taken in the completion of the Common School Course of Study. Since 1884, when the first pupil graduated, ninety pupils have finished the course, and thirty-seven of these finished during the last two years. Many of those who finish the course go back into the rural schools as teachers.

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DUNN COUNTY.

ELVIRA BRICKLEY, SUPERINTENDENT.

The schools of Dunn county are progressing but there is still so much room for improvement that I feel we ought to be making greater progress than we have been making.

New departments have been added to two schools and one new schoolhouse is being built which will make 138 schools in the county. As the most of these schools are from three to five miles apart, it is impossible for me to visit them as frequently as I desire. I make about 200 visits a year, visiting each school about three times in two years. I try to make my visits beneficial by making useful suggestions to teachers and pupils and have influenced school boards in many cases to improve schoolhouses and outbuildings.

The worst feature of our country schools is the insufficient means for ventilation. Only a small per cent. of our schoolhouses have any other means for ventilation afforded than the windows, and these are too frequently kept closed. It is with regret that I must say that after all the time spent in studying Physiology and Hygiene and after answering correctly all questions pertaining to this matter in teachers' examinations and listening to able discussions in teachers' meetings, many of our best teachers go on with their work breathing air which is sickening to one coming in from the pure air. The positions which are assumed by pupils in writing in some of our schools is very bad to say the least. I am constantly reminding teachers of these matters but the improvement is not what it should be. I shall endeavor to have more attention paid to these matters than I have done.

Arbor Day was observed by all the schools that were in session at that time and the school grounds bear evidence of careful work. Pupils and teachers take pride in caring for the grounds, trees and shrubbery, and many of the school-yards are quite picturesque. The Arbor Day and Memorial Day Bulletins have been carefully followed in nearly all of our schools,—this being the first year that Memorial Day circulars were issued, they were joyfully received by the most progressive teachers and by another year more attention will be given to these exercises than has ever been before. In one town three districts united and held joint exercises in a neighboring grove, and a number of schools made special reports to me giving their program and an account of the exercises. I consider that having exercises appropriate for Memorial Day is a great help in teaching patriotism in the schools. Similar exercises are held in a majority of the schools on Washington's and Lincoln's birthdays.

As far as it is possible, I try to grant certificates only to those of good moral character and in recommending teachers to school boards, it is well known throughout the county that I always consider good morals and teaching ability of great importance, and it gives me pleasure to say that the results have been better than I anticipated as the most of our teachers have co-operated with me and give considerable attention to means for moral training and character building. I have been greatly assisted in this matter by our institute conductors who have made excellent suggestions for bringing this about through recitations—particularly the reading class and the committing of choice selections and memory gems.

We have a few more teachers than schools. Only in exceptional cases do I grant limited certificates.

There is an excellent spirit among the teachers of our county. The majority realize that to make a success of teaching they must regard it as a business and they are constantly using improved methods. They

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also show a desire to broaden their education and nearly all are taking two educational papers besides reading one or more professional books every year, and nearly all are working for higher grades of certificates. There is also an increased number attending the Normal Schools every year.

While all of our schools are not graded as they should be, I am doing what I can towards having this accomplished by urging teachers to use the Manual as a constant guide and by using it in part as a basis for teachers' examinations. It has also been used in our summer schools, but for all this, on account of irregularity in attendance and too frequent changing of teachers, I am sorry to say that every school is not properly graded. I shall, however, continue to urge its importance.

The number of graduates from the common schools is constantly increasing. A year ago, I issued 26 diplomas and 63 during the present year—the standard being the same as in other counties. I adhere quite strictly to the standard, believing that every graduate should be able to receive a third grade certificate providing the standard in Theory and Art of Teaching is reached. I think superintendents can do much while visiting schools by advising and encouraging pupils to complete the course and by getting the teacher to feel a personal interest in each pupil.

The value of district libraries cannot be over estimated and the benefits to schools in this county have been very great.

But little has thus far been done in this county in the way of physical culture. I have taught it in one of our summer schools but the teachers are reluctant about taking it up.

Last year a Teachers' Association was organized and the county divided into five districts, the most of which held about four meetings during the year—twice during the year, all joined and held teachers' rallies in Menomonie—that being the most central place for meeting. These meetings have been a source of great improvement, especially to the inexperienced teachers.

The extra institutes have also been very beneficial to our teachers—more so according to their length than the week's summer institute. By means of the extra institute fund we were able to have two extra institutes of two days each besides having a third conductor at our summer institute.

This fall, for the first time, the common schools had an exhibit at the county fair. The exhibits as a rule were very creditable and received much attention from teachers, pupils and parents. I feel certain that this feature will lead to improvement in the country schools.

FOND DU LAC COUNTY.

MYRON E. KEATS, SUPERINTENDENT.

The schools of Fond du Lac county are in a reasonably prosperous and healthy condition. Much advancement has been made toward a better condition of things in our schools during the past two years, but they have by no means reached the desired standard. The general character of the work done will, in my judgment, compare very favorably with that of other counties in the state. It would indeed be strange if it did not as we have six excellent high schools and the largest normal school is easy of access. As a result the supply of teaching material is sometimes in excess of the number of teachers required.

The quality of our teachers is steadily becoming better and the number of first and second grade certificates granted from year to year is increasing. It may be taken as a fact that, other things being equal,

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the higher grade teachers are the most successful. In my notices of examination I have urged teachers to labor for higher qualifications. These notices have been supplemented by frequent personal solicitations to inaugurate a change for the better. The gain to the teachers and through them the increased benefit to the schools by reason of better preparation for professional work, were carefully considered in these conferences. As a result of these suggestions the number of second grade certificates has increased from seven to eighty-five, the largest number held at one time in the educational history of the county.

I regret that the salaries have not kept pace with the proficiency. The average salary of teachers in this county is not high enough to assure to the schools the inestimable benefit of thorough preparation and long experience. This is partly due to the false economy of districts and partly to the willingness of beginners to teach for small wages that they may get as tart.

The progress in grading our country schools is retarded by the frequent changes of teachers, and still more by the large number of inexperienced teachers taken into our schools annually. Most of them are not sufficiently familiar with the provisions of the manual to undertake and carry out the work as laid down. It has been my aim to make plain the advantages of a course of study. The teachers' institutes have done much to emphasize the need of proper classification, and the frequent reference to the manual in the examination questions has caused many to make a more thorough study of it.

A summer school of six weeks has been held in Fond du Lac during the past two years, the enrollment in 1896 being 132. The enthusiasm manifested throughout the term was exceedingly gratifying to the conductors, while the results of the examination held at the close of the session indicated a surprising improvement in some and a pleasing advancement of all.

Nearly all of the towns have withheld money for libraries. Wherever good selections have been made and proper management prevails the books are of great benefit. In most of the districts where the books have been placed they are in constant use among the parents and pupils.

It is gratifying to note a marked progress in the equipment of our schools and an increased interest in rendering them more convenient and more comfortable. Until comparatively recent times the condition of our schoolhouses and their surroundings was treated with shameful indifference. Ill-ventilated, imperfectly lighted and poorly heated rooms were altogether too common. But I am pleased to note gratifying improvements in schoolhouses and furniture and I cheerfully testify to an awakening interest and a perceptible progress in this particular.

Twenty-six teachers' meetings were held during the past year at six different points, the meetings being arranged consecutively which enabled teachers to attend in more than one place. Much interest was manifested in the work and considerable benefit derived.

Considerable attention has been given for several years to graduation from the common schools. During the past year eighty passed the required examination and received diplomas.

The lack of interest on the part of the patrons of our schools is shown by the small attendance at school meetings, failing to visit schools, and a general ignorance of school affairs. If patrons were as earnest and progressive as our teachers are, our schools would very soon reach a much higher grade.

In visiting schools I have been impressed with the fact that the enrollment in the majority of districts is very small and that the pupils are all quite young. In schools of twenty-five or thirty it is unusual to find more than three or four who are over thirteen years of age. Many

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of our children, as soon as they are fairly well advanced in the country schools, enter our graded and high schools. By the removal of the older and more advanced pupils much of the interest in their respective schools is destroyed. This condition is certainly worthy of careful consideration on the part of those who are interested in the efficiency of our common schools.

It has been my purpose to keep our school work continually before the people. Through the institutes, teachers' meetings, summer school and county newspapers I have endeavored to diffuse the information that I deemed beneficial and necessary. It has been my earnest endeavor to furnish the county a stronger teaching force. To do this it has been necessary to urge greater exertion on the part of teachers, and also to create a demand for superior instructors.

On the whole most of the essentials for good schools exist. The great problem is to keep our schools supplied with teachers of tact, enthusiasm and earnestness, and to keep alive public interest in educational matters. Our schools are certainly in a healthy condition, but when we take into consideration the fact that they should give a complete common school education to all who attend them, it will be readily seen that there is much yet to be done in order that they may be rendered efficient.

GRANT COUNTY.

CHAS. H. NYE, SUPERINTENDENT.

The school year in Grant county has, in the main, been a prosperous one. Yielding to the pressure of "hard times" some have economized by hiring teachers at lower wages, but none, so far as I have learned, have shortened the year's school. Building and repairing have in some instances been postponed, yet, on the whole, the schoolhouses are in fair condition. Many districts have bought maps, globes and slate blackboards, and no lack of interest in the school is apparent. Six of the free high schools have a four years' course, and six others retain the three years' course. Some of the latter are working at a great disadvantage. One, Mt. Hope, having but three teachers in the entire faculty, yet graduating pupils and issuing diplomas, which have the same value of others with a more extended range of studies and a larger faculty. The law requiring teachers to contribute to the county institute fund has had an excellent effect in this county.

The number of applicants has diminished nearly one-half, yet the number of qualified teachers has not fallen below the needs of the schools. There is a surplus of fifty to eighty teachers (third grade) in the county. The age fixed as the minimum (sixteen) by Supt. Harper some years ago, has not been changed, and the standard of qualifications is as high as it seems consistent to maintain when the school law and comments thereon by the state superintendent are considered.

The fee of one dollar for examination has resulted in causing many teachers who have heretofore been content with third grade certificates, to prepare upon the second grade branches and apply for second grade certificates. It is noticeable that I have this fall issued thirty-four second grade certificates to ninety one third grade, and eight first grade: a large increase over that of any previous examination. Last year I received the sum of three hundred thirty dollars in fees. During the fall and winter I held, in different parts of the county, twelve institutes, ten of which were held one day and one evening, and two for two days and evening. Prof. McGregor and Prof. Sylvester were employed and rendered efficient aid in carrying out the work planned

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for the instruction of teachers. Eleven lectures were given at different points and the interest shown by teachers and patrons proved the value of this feature of the institute work. During the summer an institute was held at Lancaster, at which one hundred forty-three teachers were enrolled. Three conductors assisted, Prof. Brier, Prof. Meisnest and Prof. Chubb. The result showed the wisdom of having three conductors, and dividing the institute into two sections. Although the institute was held during the hottest weather of the summer, yet the results were highly satisfactory. Besides contributing about seventy dollars to the support of this institute, I held an institute of one week at Hazel Green, in the southeast corner of the county, and was assisted by Prof. Beck of Platteville, and Principal Pearson of Bloomington. Forty-three teachers were enrolled and much good was done, as we reached a class of teachers living remote from the institute centers, who were greatly in need of just this sort of help. This institute cost the county institute fund about one hundred dollars, and seemed to be richly worth the investment. The amount on hand from fall series of examinations exceeds one hundred twenty-five dollars, and will enable us to do some excellent work for the teachers during the fall and winter. Schools are opening with increased attendance and everything seems to betoken a prosperous year.

If prudent, I suggest some legislation on the following topics:

Third grade certificates. — How many years should a person be allowed to teach on a third grade certificate?

Holding two meetings each year in each inspection district. — Cannot one meeting per year, held in August, suffice if two meetings be held at the county seat in March? School law ought to be added to the branches required for a certificate.

In conclusion, permit me to thank you for the uniform kindness and courtesy which have characterized all communications received from the state department during the past year. I acknowledge with gratitude the valuable assistance received from you in the way of suggestions, and advice, and trust that our mutual relations may continue for another term, and that they may be as pleasant and profitable as in the past.

GREEN COUNTY.

JOHN ZIMMERMAN, SUPERINTENDENT.

The following are some of the problems which confront us in Green county: How to secure the services of better trained teachers for longer periods of time; how to enhance the efficiency of our school supervision, and secure better definite results from our school work; how to improve the condition of our schoolhouses.

These problems are very old and are yet awaiting a solution. They can never be satisfactorily solved under the present district system.

During the school year ending June 30th, 1896, our 120 country schools were taught by 190 different teachers, who changed positions during the year so as to teach in 239 different places. There were thirty-two schools which employed three different teachers during the year, and only twenty-one schools in which the same teacher stayed all year. It is interesting to know that of the fifty-seven country school pupils who received diplomas last year, twenty-four came from the twenty-one schools in which the same teacher stayed all year, while there were but seven from the thirty-two schools in which three different teachers were employed during the year.

Of the 190 different teachers only eight have had any normal training whatever, no normal school graduate is among them; fifty are full graduates of four years' course high schools, while the rest have taken but part of the high school course, or no course at all beyond the common school.

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During the past year the average salaries of our country school teachers were \$31.67 during the winter term, and \$22.36 during the fall and spring terms.

The services of better trained teachers for longer periods of time can only be secured when school boards demand this training before offering appointment, and at the same time extend remuneration for such services sufficient to induce teachers to cause them to seek such training.

School boards, under the present system, can never be induced to do this generally. No amount of agitation at our normal schools will elevate our country schools permanently. The deficiency is not so much in the supply of better services as it is in the demand for them.

By using all available time for school visits during the terms of the past year, I was able to visit 192 schools, in a district with 160 different departments. Such supervision is insufficient and cannot yield the desired results. Better results, generally, can only be secured by demanding them definitely and directly, after having furnished the necessary material to work with, and by close supervision, reaching the details.

The condition of our schoolhouses can only be improved by spending money on them, by building new ones and remodeling old ones according to approved sanitary principles.

These statements I think, are all quite plain; and as far as I can discover they all point in the same direction: Let us have fewer districts, let us consolidate, and convey pupils at public expense to schools which are beyond walking distance of their homes. Such a change will carry in its wake fewer schoolhouses, but better and more conveniently constructed, fewer school officers with greater responsibilities, fewer teachers with higher qualifications and better salaries, fewer changes in the teaching force, the possibility of closer and more effective supervision.

We have talked long enough about these things, now let us do something. Let those who see facts in the above statements put their shoulders to the wheel! Let us bring about the inauguration of some system, which will no longer make it necessary to maintain starvation schools of ten pupils within one and one-half miles of excellent graded schools, nor to split a township up into ten independent districts, when all interests could be subserved by concentration into two or three good graded schools.

IOWA COUNTY.

EMMA C. UNDERWOOD, SUPERINTENDENT.

The district clerks in some cases have not made complete reports, notably in the matters of text-books and Arbor Day observances. With very few exceptions, a series of text-books has been adopted by the different schools and Arbor Day was almost universally observed.

We believe that the literature sent out by the state department has the effect of arousing an interest in the schools, that is felt by school officers and patrons.

Memorial Day was observed to some extent and the idea was received with marked approval.

The examination fee has the effect in Iowa county of reducing the number of applicants for teachers' certificates about one-third, and it is believed has contributed greatly to raising the standard of teachers.

Local institutes have been well attended and that law, and the library law seem to have effected all that could be expected of them.

Some apparatus has been added, but much more is badly needed, particularly maps and charts.

Altogether I feel that encouraging results have been attained during the past year, but also feel there is opportunity for much more to be accomplished in the future

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KENOSHA COUNTY.

J. B. MALONEY, SUPERINTENDENT.

The past school year has been marked as a very successful one in the history of the schools of this county. In many respects the work has been superior to that of the preceding year. The more noticeable improvements are the larger number of second and first grade certificates granted, the increased attendance and interest of teachers in local teachers' meetings, and the institutes we have been able to hold by virtue of the institute fund, together with the result of such interest and attendance upon the school room work. Another source of satisfaction to me is the fact that so many of the older pupils have been retained in school long enough to allow them to finish the course and secure diplomas. The attendance at the high school in Kenosha being largely increased, I think it is due to a certain extent to the arrangement made with the principal to admit country pupils on their diplomas.

A large number of schools have purchased flags and the appurtenances for flying them over the schoolhouses.

A number of schools have succeeded in awakening an unexpected interest in school affairs by celebrating the "flag raising" with appropriate exercises. Several districts on some occasions have combined in these exercises and it has been the means of awakening a general interest in school matters, such as the improvement of property, etc. It has also afforded a means of comparison of the ability of pupils in different schools, and an inquiry into the causes for differences of ability.

I think the movement to place flags upon the schoolhouses is productive of good results in more ways than one.

Every town in this county is provided with library books and it is a pleasure to enter a school and find that some of the pupils have done more reading in one term, since the books were supplied, than in all their lives before.

The town libraries properly used will be a long step forward in the progress of the schools.

Two new school buildings have been erected in the county during the past year and several have been repaired. The new buildings are a decided improvement, affording much better means for heating and ventilating, and presenting a better appearance.

I believe that the greatest need of our schools is a strict compliance with the law concerning certificating teachers.

Much *poor work* in the schools might be overcome by requiring applicants to come up to a fixed standard in regard to their ability to teach as well as in scholarship. This is a difficult thing to accomplish but the influence of more careful examinations in this direction would, I think, be far-reaching.

LA CROSSE COUNTY.

C. E. LAMB, SUPERINTENDENT.

In my report of one year ago, I referred to the bad condition of out-buildings and lack of apparatus in the schools. Also to the lack of professional training among the teachers. Notable progress has been made in these particulars. The majority of school boards have responded to suggestions for improvements, and new and clean outbuildings are the rule, and considerable new apparatus and needed text-books have been purchased.

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Large and enthusiastic institutes have been held, and summer schools, where the leading feature was the training of teachers in the theory and art of teaching, were sustained, nearly every teacher in the county attending. The change is notable, as previous summer schools only attracted about one-third of the teachers. The result is a marked improvement in the work of the school room.

Last winter and spring local teachers' meetings were held in different parts of the county, as branches of the county association. Three branch organizations, fully equipped with officers, carried on the work, and large numbers of parents and members of school boards attended the meetings and took part in the discussions. Thus interest was aroused among those who, too often, know nothing of what their teachers are trying to accomplish except by hearsay.

The county association held meetings at Bangor, West Salem and La Crosse. Public graduating exercises were held in country schools at eleven points in the county last spring. Several schools often united in a literary and musical program, the diplomas were presented and an appropriate address given by the superintendent. Arbor Day was very generally observed, large numbers of trees were planted, yards cleaned and beautified by flower beds where practicable.

Last year interesting declamatory and spelling contests were held at the county fair, and during the year an educational exhibit of the work of the classes in various lines has been prepared for the fair in October.

I speak of these things because most of them are new departures in this county, though they have been in successful operation in other counties. We have labored hard to uplift the standard of education in this county, and owing to the faithful co-operation of the teachers and the confidence and encouragement of the people, we believe that an impetus has been given to the schools that will mark a new era in the cause of education among the country schools of La Crosse county.

LA FAYETTE COUNTY.

J. H. NATTRASS, SUPERINTENDENT.

I am glad to report that the schools of La Fayette county are gradually improving, both in the efficiency of the teaching force and in the interest taken by the people in educational matters. According to my last annual report, there were 7,393 children of school age in the county, an increase over former years, and the same report showed that a large per cent. of this number had attended public or private schools at least a minimum period. The average wages paid to male teachers, was \$12.91, to female teachers, \$25.33, a slight increase over former years.

It is my opinion that no great improvement will be manifest in teachers' wages so long as such frequent changes occur in the teaching force. I have endeavored to mold public opinion to the fact that better teachers are necessary for the little ones, and that in small schools the children are entitled to as competent instructors as in the larger ones.

The condition of school property has greatly improved. During the year 1895, three new district schoolhouses were erected in the county, and an additional department was created in each of two graded schools. The sum of \$5,303.84 was spent in repairs on school property, and the sum of \$1,821.44 was expended for school apparatus. The three high schools of the county are under efficient management, are accredited by the state university, and annually furnish recruits for our teaching force.

The system of normal school extension lectures begun in this county three years ago has been a potent factor in increasing the interest with

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which the people should sustain to their school system. These lectures are furnished freely by President Chalmers and the members of the Platteville normal faculty, traveling expenses being met by local contributions. The people have been brought in touch with normal influences, popularizing the school, and an impetus has been given to higher education very plain to be seen. Last winter thirty such lectures were given in this county.

The teaching force of the county is thoroughly organized through our system of local institutes. Three such meetings are held during the winter months at each of seven institute centers. A manual outlining work to be carried on, is issued from this department, and teachers conduct exercises in the various branches of the school curriculum. The system is quite profitable and popular in this county. Before the township library law became mandatory fifteen of the eighteen towns of the county reserved the fund. I can speak in terms of highest praise for the influence these books have had in the school, particularly since the list recommended by the state superintendent has been replenished by a greater number of books for primary and middle forms. It requires vigilance and continued watchfulness to see that some officers and teachers do their duty.

Graduating exercises are now participated in by those receiving common and graded school diplomas, and I am satisfied that the increased number completing the course of study in these schools has been partly due to the encouragement given by parents to their children to induce them to secure the coveted diploma.

The course of study has been more intelligently applied and the attendance at school of older boys and girls has become more popular.

An educational department has been established at our county fair. This year about 600 entries were made and about \$150.00 was awarded to successful competitors in school work. In addition to this, oratorical contests, declamatory and spelling contests occurred on Children's Day. The educational department is a very prominent feature of the county fair. The observance of Arbor Day has been intelligently carried out by our schools, greatly aided by the practical suggestions and material supplied by the state department. Memorial Day exercises were held in all the schools this year, and I am firm in the belief that its influence has been effectual in awakening teachers to a sense of their responsibility in inculcating patriotic sentiments in the rising generations. The annual institute this last year was the most successful one ever held in the county.

The institute fund enabled us to employ a special primary teacher and a special teacher in music. The attendance reached 185 and the institute was divided into four sections. Two two-day institutes were held since the law became effective.

For inspiration and profit I predict these short institutes will be very helpful. Successive teachers are enabled to take up work of predecessors through classifications. Records and reports sent to the superintendent enable him to keep in touch with the progress of the schools, augmented by his school visitations.

In conclusion, I can speak favorably of the interest taken by school officers in their schools, and of the support given by teachers and people to new departures along educational lines for the betterment of the school system.

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MARATHON COUNTY.**JOHN F. LAMONT, SUPERINTENDENT.**

In general the districts are provided with good schoolhouses, well equipped for work. We still have a few log schoolhouses but they will soon give way to new ones. Our people are quite liberal and usually purchase anything in the way of needed apparatus without objection.

Nearly all of the districts in the western and southern parts of the county were organized when those sections were but sparsely settled and it is now becoming more and more apparent that it will soon be necessary to re-organize all of the districts in many towns. This causes some dissatisfaction, but wherever it has been done much good has resulted.

In general, I believe the schools of this county to be in a very prosperous condition, and we will soon be where we can compare very favorably with any county in this state.

MARINETTE COUNTY.**R. C. RAMSAY, SUPERINTENDENT.**

In 1889, there were thirty-one schools in the county outside the city of Marinette. There are now fifty-three, which shows an increase of twenty-two, in the past six years.

In four of the towns the schools are organized under the district system, the other two, Porterfield and Wausaukee, have the township system. This system has many advantages over the district system and we think is by far the better plan of organization.

Most of the school buildings are large, well lighted, comfortably seated, and supplied with apparatus; some of those recently built have a system of ventilation which adds much to the health and comfort of the pupils.

A few of the schoolhouses, however, are of no credit to the community in which they are located and should be replaced with new ones as soon as possible.

The observance of Arbor day has done much to improve the appearance of the schoolhouses, and grounds, beside furnishing an occasion for pleasant and profitable exercises for pupils and parents. All but five of the schools of the county observed the day this year, by planting flowers, shrubs and trees; 294 trees were planted. There are a number of school yards, however, where no permanent improvement can be made until school boards can be interested enough to stump and level the yard and fence it.

Two-thirds of the districts in the county furnish text books and all needed material to the pupils free; a few of the other districts purchase the books and sell them to the pupils at cost. Free text books throw more responsibility on the teachers and district clerks, but with the exercise of reasonable care, it is the cheapest and best plan of furnishing books and will give far better results in the work of the school than by any other plan.

An institute of five days was conducted the last week in August by Profs. Hewitt and Parlin, and was largely attended. These institutes furnish teachers an opportunity to keep up with the times.

Meetings for reading and discussion of work are being held every two weeks at three places in the county. The books used are King's School Interests and Duties, The Course of Study, and Holmes' Autocrat.

The township library law has been in operation in the towns of Am-

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berg, Porterfield and Wausaukee, for some time. The town of Amberg has 120 volumes, Porterfield 200 volumes, and Wausaukee 400. The schools in the towns of Coleman, Grover and Peshtigo are all provided with district libraries, excepting district Nos. 1, 2 and 3 in Grover, and No. 5 in Coleman. In these district libraries, there are 500 volumes. These books have been prepared particularly for children and young people and are selected from the best in our literature. Teachers report that they are eagerly read by pupils and parents and are a very potent factor in the education of our young people. The compulsory library law will now place these books in every school.

Three fifths of the teachers in our schools this year have had special preparation for the work of teaching. Teaching is a profession and I have advised school boards in selecting teachers to give preference to those having professional training but there has been a tendency with some boards this year to lower wages and employ inexperienced persons without normal training. This must necessarily be at the expense of good schools. Many of our cities will not employ teachers who have not had two years experience or one year of normal training. Do not the children of the country require as good instructors as those of the city?

A class of sixteen pupils completed the course of study for district schools last June, passed a satisfactory examination, and received diplomas.

Irregularity of attendance, and frequent change of teachers interfere seriously with the progress of our country schools. The adoption of the course of study, however, is doing a great deal to remedy this; having a definite line of work to complete tends to hold many in school that would otherwise drop out. If school boards would be more particular in securing teachers, to select those with professional training and when found satisfactory to engage them for at least one year, they would aid materially in the progress of the schools. Nineteen of our teachers are engaged in the same schools they held last year which is an encouraging feature. On the whole our schools are doing as well as can be expected.

ONEIDA COUNTY.

F. M. MASON, SUPERINTENDENT.

Oneida county is sub-divided into three townships and the city of Rhinelander. The townships are organized under the township system of school government, which works admirably in this county. The schoolhouses are, with one exception, frame buildings, provided with two outhouses and a wood shed each, and most of them a well and pump. These buildings are all in excellent condition. The grounds are, with very few exceptions, cleared of stumps and graded and seeded down, and inclosed with a substantial board fence. The schoolhouses are furnished with modern equipments in the way of furniture, and with all the necessary appliances for thorough work, and, with one exception, a United States flag.

There are sixteen schoolhouses in the county (sixteen sub-districts), employing sixteen teachers. These are all schools with but one department.

The townships have not all purchased library books, but have withheld the ten cents per capita as required by law. In the townships where a library has been purchased teachers have made excellent use of the books, most of them being unwilling to limit their work to the narrow confines of the every day text book. Nearly every school in the county (one exception only) is organized under the "course of study."

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The one sub-district being remote, and so hard to reach, it has not yet been thoroughly organized. The rapid increase in population in the county has necessitated the building of schoolhouses off of the railroads and main wagon roads in the county, and in many instances they are difficult to reach. The corps of teachers was much stronger the past year than ever before. Teachers have taken more real interest in their work, and have shown better results than heretofore. Local teachers' meetings, for the ungraded teachers, have been held in each of the townships, and much good resulted. Patrons and school officers were invited to attend, and did attend, and in some of the meetings took an active part, to the satisfaction of the superintendent.

Three graduates from the Common School Course, the first in history of the ungraded schools, is the result of the year's work. Heretofore no records have been kept in many of the sub-districts, but by patience and perseverance on the part of the superintendent this slack way of doing business has been overcome.

Another difficulty which I found it necessary to overcome was the register problem. But few of the teachers were able to properly keep and make a comprehensive report from the Harvey register. This has been overcome, and the registers are properly kept.

Arbor Day was observed, by all the schools, with appropriate exercises, though but few trees were set out by pupils of the different schools. Memorial Day was observed by most of the schools in the county, the pamphlet issued by the state superintendent being used for the occasion.

In conclusion, I must say that the schools are improving, and the outlook is most encouraging for good schools the coming year in the county.

POLK COUNTY.

J. P. PETERSON, SUPERINTENDENT.

There is a growing educational sentiment in this county at present and I hope the interest in public education may have a healthy growth under wise and judicious management of the educational affairs of the county.

The four institutes held in the county during the year have been very helpful to the teachers in the way of suggesting proper uses of every means within the reach of every teacher as well as in methods of teaching. Beside instruction in the ordinary branches taught in the public schools, we have added psychology and literature proper to the branches considered at our institutes with excellent results.

Our institutes have been productive of much good along the line of broadening and elevating the teacher's views of life as well as to point the way to the heights of possible achievements and awaken thoughts that shall revive their highest and grandest aspirations and tend to cause them to do nobler and better work during the coming school year. No worker in life's vineyard is, perhaps, more dependent upon inspiration than the public school teacher, whom a writer describes as like the candle, which lights the world while consuming itself.

I have great hopes in the usefulness of the library volumes as a means to brighten and broaden the pupils' views of life and to fill their minds with purer thoughts and higher aspirations. The incidents and characters portrayed in the library volumes will tend to strengthen the wearied spirit in the struggle for existence, through the vicissitudes of life, in keeping to just ideals and noble endeavors. The value of the library volumes in supplementing the daily routine of text book studies and the importance of arousing a love and taste for good literature, that shall extend beyond the child's brief school life, cannot be overestimated.

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Arbor Day was generally well observed throughout the county and the teachers and pupils deserve much credit for the grand good work they did so willingly, to ornament the school grounds and plant trees. In many places fences were fixed up, rubbish removed, flower beds made and otherwise making the school grounds neat and attractive, besides the literary program carried out in each school appropriate for the occasion.

The persistent use of the manual as a basis for school work has had an strong tendency of grading the country schools.

The new law requiring an examination fee has lessened the work of this office in marking papers from persons who would have otherwise tried their luck in writing at examinations.

The actual teachers regard the law a wise one.

Our schools are with some exceptions, in good condition with a fair supply of apparatus.

PRICE COUNTY.

C. GEORGIA BEVER, SUPERINTENDENT.

The past year has been one of encouragement, as it witnessed several events which mark the progress of education in the county.

Our schoolhouses are, with but few exceptions, well furnished, commodious, attractive buildings; and, except in the newest districts, the grounds are cleared and enclosed. Good walks have been laid where necessary, and a woodshed and pump are to be found upon the grounds. The regular observance of Arbor Day is doing much towards beautifying the grounds and keeping them in good condition.

School boards have been very generous in furnishing apparatus, and approved maps and charts (and some disapproved, too), of all descriptions are found in every school room.

All districts furnish free text books, though in some instances the quantity and quality were very unsatisfactory until last year, when a regular adoption of an approved list of books was made by the majority of boards in districts where the unfortunate condition of affairs existed.

The schools are all organized under the course of study, and the number of common school graduates increase yearly. Out of seventeen applicants last year, twelve, representing three different schools, were successful. Public exercises were held in honor of the event, and the general interest in the same was manifested by a large attendance.

Frequent change of teachers, and a tendency on the part of the parents to take their children out of school as soon as they can be helpful at home, prevent the number of graduates from being as great as it should be. Public sentiment on these points, however, seems to be growing in the right direction, and we trust that graduation from the common schools will soon be the general rule instead of the exception.

A class of eight graduated from our one free high school—three years' course. Another year's work will be added, so that hereafter the school will have a four years' course.

The regular annual and independent institutes, each lasting one week, were largely attended and very profitable. The state provided an evening lecture during one of these institute sessions, which was enjoyed by all in attendance.

Our teachers as a class are progressive, and there are very few who are not striving for better scholarship and broader general knowledge. Each succeeding year shows a general rise in the average standings ob-

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tained at examinations, and a steady increase in the number of higher grade certificates issued. The Manual, and one or more educational periodicals, are to be seen upon every teacher's desk, and about 80 per cent. of the county teachers took up the work of the State Teachers' Reading Circle last year. Five local circles were established, so that the majority of the teachers were enabled to meet at regular intervals for mutual benefit. It required much persistence to induce them to take up the work, but it has proved to be so beneficial that we feel assured that old members will not give it up, and trust that the enrollment will yearly increase.

There is a growing sentiment amongst school boards in favor of teachers holding certificates higher than third grade, though I regret to say that wages do not increase in proportion to the sentiment, in fact, they have been reduced in some districts on account of the great number of applicants for schools.

On the whole the conditions are very favorable for good work in our schools, though there are still a few districts in which the desired progress can not be made on account of short terms, frequent change of teachers, and the irregularity of attendance of the pupils.

RICHLAND COUNTY.

J. B. LOGUE, SUPERINTENDENT.

During the last year I have visited all the schools of this county at least once and some of them several times. I have aimed to make but two visits a day so that the greater part of a half day has been spent in each school. I have noted the class work done, the discipline and study, and have talked with the teachers, giving them such suggestions as seemed necessary.

There is a lack of directness on the part of the younger teachers. The relation of today's work to that of yesterday and the future is not carefully considered. I have endeavored to have teachers study their work until they fully comprehend the relation of all the parts. By the aid of institutes and teachers' meetings I believe this is being accomplished.

This county is well supplied with good teachers, and with a surplus of about one hundred there is little need of employing the poorer ones. These do, however, have a monopoly of some districts because of their cheapness.

Text books have been adopted in most of the districts and with a decided saving of time to the schools.

The schoolhouses of this county have been materially improved during the past year; broken plaster has been repaired, new floors laid, rooms whitewashed, and unsightly rubbish removed, some houses painted, and new outbuildings built in thirty-one districts. Four new schoolhouses have been erected since my last report.

At Cazenovia a new building is being erected and two departments will be maintained hereafter. Bloom, No. 3, is much in need of an additional room as they have ninety-nine pupils reported for this year, with an attendance of over eighty. There is but one of the old log houses left and it is in good repair.

Five schools in the towns of Ithaca and Willow were closed last spring on account of diphtheria, one, No. 2, Willow, being unable to complete the six months required before June 30th. Under the law of 1895 each school was supplied with a small library and in my visits I have made

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inquiry as to the use and care of these books, and am pleased to report that they have been quite generally read by pupils, teachers and parents, and have been very well cared for. Many districts have supplied neat cases for them.

About two-thirds of our schools have complied with the law relative to the purchase of flags, and others are buying them as they feel able.

Arbor Day was observed by but few schools in this county as they were not in session at the time. Many schoolhouses are surrounded by native trees, but shrubbery and flowers were planted.

The circulars on Memorial Day were sent to every district and a number of those in the vicinity of cemeteries took part in those exercises.

The examination for the common school diploma was held in February at the close of the winter term. The questions were made to cover the requirements for admission to high schools. Forty-seven diplomas were granted.

Under chapter 331, laws of 1895, three institutes were held in different parts of the county; the total enrollment amounted to one hundred and thirty. It is my opinion that a fee of \$1.00 for each applicant for a certificate furnishes a fund larger than can be profitably used in this county, and I would suggest that it be reduced at least one-half. I believe that these institutes should be maintained by a tax upon the county and not upon the hard-worked and poorly-paid teacher. It is the people and not the teacher that are benefited and they should, and I believe they will pay for these institutes without complaint.

ROCK COUNTY—FIRST DISTRICT.

WM. M. ROSS, SUPERINTENDENT.

During my travels, I noticed a marked tendency toward bettering the appearance and condition of the schoolhouses and their surroundings, although in some districts this tendency does not exist.

During the past years much pains have been taken to familiarize our teachers with the course of study for ungraded schools. The ultimate end to be derived from such classification is a balanced education. It brings the work of the country schools in harmony with that of city schools. To aid the teachers in this work, also in keeping a record of advancement of pupils, I have had a class record book printed. In order to have this work uniform throughout the county I have left one of these books at each district when visiting the same. Before settling with teachers for their services, school boards satisfy themselves that such records have been properly made.

As to apparatus, a somewhat better policy prevails than formerly and yet I feel it my duty to say that few of our schools are supplied with apparatus adequate to the demand for effective work. Our teachers are, as a class, earnest, zealous and intelligent, most of whom have received special training in the use of these appliances, either at the normal school or in the institute, but on entering the school room, some find little besides the text book with which to carry on their work. Hence a vast deal of mis-spent energy characterizes their efforts before their classes, in their endeavor to illustrate subjects which can only be explained by the use of suitable appliances.

Arbor day is now quite regularly observed in nearly all of the schools of the county. The literary exercises of the day and the fact that school-

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houses and grounds are nicely brushed up on that day, alone makes it worth the time and effort to observe it as a special day.

In many school districts of the county much good has grown out of the observance of this day, so that not alone have the school grounds been much beautified, but also the door yard of nearly every house in the district has felt its influence. Yet there are quite a number of districts in the county where such training of the children is looked upon as foolery, and the school board prefer instead, that their own annual cleaning of the house shall be quite sufficient:

In all towns of the district, the town library system has taken deep root and the people have no desire to abandon it. It is hard to understand why some towns were so slow to see the benefits of it. The expense is very small. In some cases the books are below the wholesale prices. The benefit resulting from the use of the books in school is unmeasurable.

Our custom of granting diplomas to graduates of country schools is accomplishing much good. It seems to inspire not only those who graduate, to strive for a higher education, but inspires and thrills the entire neighborhood with renewed energy and vigor to have public commencement exercises held where young and old may meet and take part in appropriate exercises.

Permit me to state that the schools in the First Supt. Dist. of Rock county are in a prosperous condition. By frequently sending out circular letters, and by private conversation with our patrons, I advise that they visit their schools often, advise and encourage our teachers, look after the welfare of their children, and by all means, if quarrels or petty difficulties exist between families of the same district, do not allow them to interfere with the interests of the school. I advise school officers to study the school code and thoroughly inform themselves on their duties as prescribed by law, and in all their proceedings to pursue the legal course, thus preventing all chance for controversies that might otherwise exist.

ROCK COUNTY—SECOND DISTRICT.

DAVID THRONE, SUPERINTENDENT.

While there have been few new buildings erected during the past two years, much of improvement has been made by remodeling buildings, painting, replacing old-fashioned seats with modern school furniture and by making better provision for out-buildings. The Arbor Day spirit so successfully developed a few years since has grown yearly, and many of our school yards show pleasing results. Plans are now well under way looking to the erection of new buildings in several districts where such improvements are much needed. I suggest that there ought to be a law on our statute books providing that there must be separate outhouses for the different sexes, and withholding public money unless the law is carried out. Also withholding public money unless the outhouses are kept in a proper condition.

We have succeeded in establishing a practical uniformity of text books in the district schools. We believe that this will, in a superintendent district where there is a very large tenant class, constantly moving, prove a great aid in school organization, and work as well to lessen the expense of obtaining books. There has also been placed in our school rooms through the action of the more intelligent school boards an increased amount of valuable apparatus. A large number of old dictionaries have been replaced by the New International.

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The library law is working satisfactorily. Our town officers and teachers now appreciate its value, and it is becoming firmly seated in their regard. Our better classes of teachers are doing good work with the volumes placed in their charge. I am pleased to report an increased professional spirit amongst the teachers. There is a growing disposition to make better preparation for the work of teaching. A larger percentage of educational papers is being subscribed for each year, and our attendance at the normal schools is increasing. There is a larger attendance at the institutes and teachers' meetings. In this connection I desire to call attention to the successful working of the law providing for the payment of \$1.00 by each applicant for a certificate. The money thus collected has been carefully expended in paying expenses incurred by the two-day institutes, and in securing additional conductors for the regular one week institute.

Our teachers fully approve of the measure and feel that the institute is theirs in a larger measure than before. The state reading circle work is being successfully carried on and much benefit derived therefrom.

The law providing for the displaying of the American flag either in or on the school building, is being observed quite generally. Flag raisings are being held. The children recite patriotic selections and sing patriotic songs. The G. A. R. Posts are called on to participate and to them is assigned the honor of raising the flag. These meetings are always largely attended. In several instances the people in attendance have numbered over one thousand. I am glad to say that the teaching of patriotism does not stop here. Our teachers are trying to impress the lesson of patriotism in the hearts of their pupils in every possible way.

In conclusion I desire to say that I believe there ought to be changes in our laws governing certification, so that a certain class of teachers will be obliged to either better their preparation or else fall out of the work. There ought to be progressive certification to a certain degree at least.

ST. CROIX COUNTY.**F. W. BIXBY, SUPERINTENDENT.**

It now takes 155 teachers to fill the positions in St. Croix county, which are under the supervision of the county superintendent. The high schools are growing rapidly and each year turn out a large class. The village graded schools are doing better work than could be expected, from the haphazard existence they have. The course of study crooks and sways, one year strong, the next weak, and so on year after year. We suggest a course of study fixed by the state department, and a state supervision provided for by our legislature.

The rural schools, the real field of labor for this office are growing rapidly and doing excellent work. Two years ago we graduated 110 boys and girls from the common school course of study and last year seventy-two. Last year sixty-five per cent. of the graduates attended other schools.

The associations, institutes, school fairs, graduating exercises and other public school meetings are well attended. The spirit of co-operation between superintendent, teachers, pupils, parents and citizens is present at every educational endeavor.

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SAWYER COUNTY.

ANNA E. GUY, SUPERINTENDENT.

Some progress has been made toward a better condition of things in our schools during the last year, but they have, by no means, reached the desired standard. Teachers have become more acquainted with the manual, and have tried to follow the course of study; in some schools, quite successfully. Our school libraries are quite a help, especially in the country schools. Last year was the first year the pupils ever had the advantage of good books to read. It makes them more intelligent, and they take a greater interest in books and all school work. We have the township system of school government, and the work for the entire county is done by the executive board, so all of the schools are well provided with necessary apparatus, dictionaries and two small cyclopaedias. All the schools are furnished with free text-books, tablets, pencils and pens. Good wages are paid for services in our schools, and all necessary material is furnished by the board when called for by the teachers.

The teachers' associations and institutes are always well attended and appreciated by the teachers, and they recognize in them great aids in their work.

SHAWANO COUNTY.

L. D. ROBERTS, SUPERINTENDENT.

Comparing the annual report of the present year with that of 1895, there seems to be satisfactory progress in most particulars.

Statistics reported to this office exhibit the following facts: The report of 1893 shows an increase of one hundred and sixty children of school age.

Of the children between the ages of seven and thirteen, it appears that there were fifteen less in the public schools twelve weeks or more in 1896, than in the year 1895; but in the private schools, the returns show ninety more in attendance than in 1895.

There has been a marked increase in attendance in the public schools of those between four and twenty, as compared with the previous year, both as to number in attendance and the total days' attendance.

While the increase of those of school age was but 160, the increase in school attendance was 249; and the increase in the total days' attendance amounted to 25,028.

From this it appears that the influence of the public schools is increasing as related to the educational interests of those children who are outside of the compulsory age of seven to thirteen.

Many of the children who attend private schools are also in the public schools a part of the year. The benefits derived by these pupils is not in proportion to the days' attendance, owing to the irregularity with which they come. As a rule, they attend but two or three days each week nor are these days' attendance in direct succession.

As a result, the classes of which they are members, having moved along regularly to accommodate those present daily, but fragmentary portions of the benefits to be derived from the work of the public school are received by these pupils. It is otherwise, however, in the private school. Though pupils in these schools may attend but two or three

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days each week, the classes of which they are members work these days only, and therefore the work is regular.

In addition to these adverse conditions stated, there is often the additional one of having to work in English in the public school and some other language in the private school.

As it is not probable that there will be an immediate change of sentiment as to the necessity of these two classes of schools, it seems that such an adjustment should be brought about as will secure to pupils who attend both, the greatest benefit with the minimum of inconvenience.

Whether some suitable plan is put into practical operation or not, depends upon the will of those whose children are most directly affected. One of the following schemes would be a relief where its adoption could be secured:

(a) Let each school be in session during different and definite portions of the year.

(b) Let the pupils attend one school or the other until the course of the school selected should be completed.

(c) Let separate classes be formed in the public school, where necessary, for those who attend the public and the private schools in alternation.

The latter plan, however, would tend to crowd the daily program of the public school, and to that extent impair its efficiency.

WAUKESHA COUNTY.

A. J. SMITH, SUPERINTENDENT.

During the past two years six new schoolhouses have been erected at an expense of about \$19,000.00. A four department building has been constructed at Menomonee Falls costing about \$14,000.00. At Oconomowoc this year they are increasing their school room by enlarging and improving the high school building. The cost is estimated at about \$15,000.00.

Many of the schoolhouses have been thoroughly repaired and all except three re-seated with patent seats, so that at the present time we have but four schoolhouses that are in poor condition. The hard times have interfered with improvements this year.

Arbor Day has been more universally observed the past two years than ever before. Over 700 trees have been planted, grounds enlarged and improved, fences built and painted, and in cases, good wells dug or drilled, furnishing pure drinking water for the children.

These Arbor Day exercises have interested the parents and we find many trees planted along the public highways, this being the outgrowth of the Arbor Day exercises. More effective work could be done if the Arbor Day pamphlets could be in the hands of the teachers from four to six weeks before the day set for these exercises.

Sanitary conditions have been more closely looked after than ever before, so that at the present time the buildings and premises are in better condition than at any previous time.

Last year the library law was observed by all the towns in this county except one, and I can see the good effect of the use of these library books in one year's work. This year fourteen out of the sixteen towns have purchased, and the remaining two will attend to the matter soon.

We conducted four one-day institutes last spring out of the county institute fund. We enrolled seventy teachers, and at the evening ses-

Reports of County Superintendents.

sions we reached 570 of the patrons of the schools. Many of these patrons attended the day institute and took part in the discussions. We believe more good has been accomplished in the localities where these gatherings have been held than could have been done in any other way. The one-day session is more of a "Round Table" talk and the individual wants of each teacher are reached in this way, doing more good than the large two days gatherings, when about 200 are in attendance.

The country schools made an educational exhibit at the county fair this fall. About 100 entries were made, and the maps, sketchings, botanical mountings, geological specimens, essays, penmanship, collections of native woods, were of considerable merit. It has awakened great interest throughout the county and another year greater variety of premiums will be offered and a greater variety of exhibits will be displayed.

Memorial day was observed with appropriate exercises by about ten schools.

At the present time we have a good educational sentiment in the county and we are using every means to stimulate and improve the present conditions.

WAUSHARA COUNTY.

CHARLES T. TAYLOR, SUPERINTENDENT.

The educational interest in this county seems well established and progressive. School boards, teachers and parents usually work in unison to strengthen and advance the interests of the schools.

School boards are generally active and careful in securing teachers, giving due consideration to the grade of certificate and standings thereon. The demand for first and second grade teachers is steadily increasing, and many of our teachers are awake to this fact, and have secured, or are preparing to secure, certificates of higher grade.

At the examination for common school diplomas last February 6-7, thirty-one applicants were successful in passing the required examination and received diplomas. Each year brings increased effort in this direction by teachers and pupils, and I fully believe that the results are highly beneficial to the advanced pupils in our common schools.

Nearly all the schoolhouses in this county are good, comfortable buildings, and are kept in good repair. There are two or three schoolhouses which ought to be rebuilt, and I think the future will soon find new ones in place of the old. Teachers, pupils and citizens have largely contributed to the success of Arbor Day, and many neat and attractive school premises is the result.

The township libraries are doing much to strengthen, stimulate and develop an interest in reading. The books are generally handled with a good deal of zeal and diligence. If the taste for good reading is thoroughly stimulated it will develop and flourish of its own accord.

WINNEBAGO COUNTY.

O. E. PEDERSON, SUPERINTENDENT.

Believing that the progress of our schools is largely dependent upon the scholarship of its instructors, a strenuous effort has been made to

Reports of County Superintendents.

raise the standard, so that the qualifications should be commensurate with the highest demand a school board could reasonably make for a district school. At the spring examination, ninety-seven applicants presented themselves for examination, of this number forty-three failed. This fall ninety-nine persons wrote, of which number twenty-five failed. A large number of applicants who write, are graduates of high schools; strange as it may seem, sixty per cent. of these graduates fail the first time they write for a third grade certificate. This is to be deplored. We have a right to expect that our high schools shall turn out pupils who are thorough in the common branches.

Institutes, from the fund of the "Institute Law of 1895," have been held in different parts of the county. I hold four of these institutes semi-annually. These one-day institutes are always held on Saturday in some district schoolhouse, and the patrons as well as the teachers of that locality are always invited to be present and take part in the discussions. Each institute is preceded by a lecture given the evening before, on some educational topic, to the people of the locality in which the institute is held. It is no exaggeration to state, that these lectures and meetings have been a complete success, not only from the standpoint of inspiration and instruction to teachers, but also in creating a healthy interest in the parents for the betterment of their schools.

The text book question has been brought before the people of the county during the past year, and the people have taken hold of it with considerable interest. The great variety of text books which we have in our district schools is a great detriment to the pupils' advancement and the interest of the schools. Last summer I recommended to the district boards a series of text books to be used in their respective districts, which would prevent the frequent changes which were being made in certain districts to the detriment of the schools. I am pleased to state that there has been a large increase in the number of schools that have formally adopted a series of text books. The plan of free books as authorized by law is in operation in a few districts of our county; but I give the preference to the plan of district purchase and selling to the pupils at cost.

SECTARIAN INSTRUCTION.

The following circular sets forth my views and indicates the line of my official action on this subject:

STATE OF WISCONSIN.
Department of Public Instruction.
MADISON, April, 1896.

To Superintendents of Schools, Town and District Clerks:

Complaints have been made to this office by residents of various school districts in the state, that "sectarian instruction" is being given in some of the schools of Wisconsin supported by public money, in violation of the constitution and laws of the state. The following is section 3, article 10 of the constitution: "The legislature shall provide by law

Sectarian Instruction.

for the establishment of district schools, which shall be as nearly uniform as practicable; and such schools shall be free and without charge for tuition to all children between the ages of four and twenty years; and no sectarian instruction shall be allowed therein."

Among the provisions of section 554 of the school code, is the following: "And no apportionment shall be made to any city, village or town for any school district therein, for any year during which such district shall not have maintained a *common school* taught by a qualified teacher for six months, unless the state superintendent shall be satisfied that school was so taught for three months, and the failure to maintain it for the full six months was occasioned by some extraordinary cause, and not arising from neglect or intent to avoid the legal obligation."

It seems clear that the constitutional meaning of "common school" in the law above quoted is a school that is legally conducted by a legally formed school district and that is "free and without charge for tuition to all children between the ages of four and twenty years," and in which "no sectarian instruction is allowed;" and that a school district that has not maintained for any year, a "common school" within the meaning of the constitution has not earned the right to share for that year in the distribution of the school fund income.

The supreme court has decided that "sectarian instruction" within the meaning of the constitution, is instruction in religious doctrines which are believed by some religious sects and rejected by others.

Section 166 of the school code makes it an official duty of the state superintendent "to discourage sectarian instruction in the schools."

It is made the duty of the county superintendent by section 461 of the school code, "to visit and examine each district, and all the schools in his district at least once in each year, and as much oftener as may be necessary; to *inquire into all matters* relating to the management, course of study, mode of instruction, text books, and discipline of such schools," etc.

It is made the duty of the district clerk, section 462, school code, to "report such facts and statistics in relation to the schools, public or private, in his district, as the state superintendent may, from time to time, require." Section 463, school code, makes it a like requirement of the town clerk, and by section 461, the county superintendent is required to "transmit from time to time such facts relating to education in his district as the state superintendent shall require."

The blanks furnished by the state superintendent for the annual reports of district clerks, town clerks, and county superintendents, embody inquiries as to whether sectarian instruction has been given during the past year in any of the schools of the various school districts of the state in violation of constitutional prohibitions. Care should be exercised in the answers to these inquiries to make them accurate and reliable. School officers are obligated to use all proper and lawful means to discourage and prevent unconstitutional and unlawful practices of the character mentioned, if they exist anywhere in the state.

These statements have no application whatever to private or parochial schools. Their legal right to give sectarian instruction is unquestioned. They apply only to schools that claim the right to be classed as *common schools*, and to be supported by public money.

Respectfully yours,

J. Q. EMERY,
State Superintendent.

The County Institute Fund.

THE COUNTY INSTITUTE FUND.

[The following are extracts from circulars issued by the state superintendent to county superintendents, relating to the subject of the county institute fund, created by Chap. 331, laws of 1895.

To County Superintendents of Schools:

Inquiries having been made through correspondence with this office relating to the use which can be made of the fund arising from the collection of a fee of one dollar from applicants for examination, and for counter signature of certificates, I deem it proper to call specific attention to the matter through this circular.

Section four of chapter 333, laws of 1895, provides: "All moneys paid to the county superintendent under the provision of this act shall constitute an institute fund, and shall be used under the direction of the county superintendent in defraying the necessary expenses, in whole or in part, in conducting one or more teachers' institutes annually, for the instruction of teachers in his district in the theory and art of teaching, and in the branches taught in the common schools, and in compensation for lectures at such institutes by others than the conductors and county superintendent."

Section 6, of the same act, provides that all moneys collected under the provisions of this act shall be paid out each year for the purposes specified in section 4, and for no other purposes, and that no money shall be paid for services rendered as an instructor in any institute unless the person rendering such service shall hold a certificate signed by the state superintendent certifying that the committee on institutes of the board of regents of normal schools approves of said person as a competent institute conductor.

A careful consideration of this law, in connection with other laws of the state relating to holding teachers' institutes by county superintendents, and by the board of regents of normal schools, leads me to the conclusion that the legislature intended to restrict the use of the fund provided for in the law under consideration to such organized effort and exercises as are well understood and generally recognized as "teachers' institutes," where the county superintendent supervises and controls the work, in the interests of the schools under his charge, without other compensation than is provided in his salary, and where all attendants are entitled to instruction without charge for tuition.

If county superintendents wisely and judiciously plan to make this fund the means of making the institute work more efficient than is possible with the money now available for that purpose, the results will vindicate the wisdom of friends of the law in urging its enactment.

Any other application of this fund, would seem to be a perversion of the trust created by this act.

The law makes no provision for the collection or disbursement of an institute fund in cities by city superintendents.

Requests are made for interpretation of the first four lines of section 6, chapter 331, laws of 1895, to-wit:

"All moneys collected by the county superintendent, under the provisions of this act, shall be paid out each year for the purposes specified in section 4 of this act and for no other purpose."

Physical Training in Normal Schools.

The attorney general sustains the opinion, that if each of the separate parts of this fund is paid out within one year from the date of its collection, the law will be obeyed. To illustrate: If that part of the fund collected September 2, 1895, is paid out before September 2, 1896, the requirements of the law are fulfilled. Likewise, paying out before October 20, 1896, that part of the fund that may have been collected October 20, 1895, meets the demands of the law.

The purposes for which this fund may be lawfully expended were stated in my circular letter of June 27, 1895, as follows:

"A careful consideration of this law, in connection with other laws of the state relating to holding teachers' institutes by county superintendents, and by the board of regents of normal schools, leads me to the conclusion that the legislature intended to restrict the use of the fund provided for in the law under consideration to such organized effort and exercises as are well understood and generally recognized as "teachers' institutes," where the county superintendent supervises and controls the work, in the interests of the schools under his charge, without other compensation than is provided in his salary, and where all attendants are entitled to instruction without charge for tuition."

Some inquiry has arisen as to the minimum duration of an institute. The answer must be that the statutes fix no limitations of time, but such wise discretion should be exercised as will avoid frittering away of the institute fund.

PHYSICAL TRAINING IN NORMAL SCHOOLS.

(Prepared for this report by request.)

For a number of years past it has been conceded that the tendency of the schools is towards the culture of the mind at the expense of health and that many school habits result in positive harm to the bodies of children and are detrimental to growth and physical development.

In order to aid in the correction of these evils as well as to give to graduates the good health without which a teacher cannot do his best work, the state normal schools have sustained some system of physical training. Beginning under the most unfavorable conditions and without definite aims the work has gained steadily in extent and efficiency. From simple exercises in calisthenics at irregular intervals there has come to be regular and systematic instruction in the most approved methods of exercise.

Physical Training in Normal Schools.

Gymnasiums have been established in all of the normal schools, and in the two schools recently built the department of physical training was provided for with as great care as was devoted to any other department. Originally the exercises were in charge of that member of the faculty who could find time from his other work to direct the movements of a class. Such an arrangement is no longer tolerated for it is known that the department should be in the hands of none but trained specialists whose knowledge of the human body is that of a physician and whose acquaintance with apparatus and its use and effects is most thorough and minute.

More harm than good may result from indiscriminate use of gymnasium appliances and any exercises given to a class of students may be injurious to some of its members. The director must know the physical peculiarities of every person before him and must adapt the exercises to the person. This does not prevent the grouping of students for exercises but the groups cannot be made on the basis of intellectual acquirement nor of convenience in a school program.

To classify properly a student in his studies some examination is necessary. To prescribe properly the character and quantity of exercise required to bring to their full development the powers of the body it is equally important that a physical examination be made by an expert.

The following account of the methods pursued in one of the state normal schools is of sufficient general interest to warrant its insertion in this report:

When a student enters the school he is measured and the strength of various muscles is tested. The results of these measurements and tests are plotted and from the charts are noted the deviations from conditions normal in a person of that age and sex. As these data are exact and numerous the graphic representations are vivid and sometimes startling. There are of course many unfortunate things

Physical Training in Normal Schools.

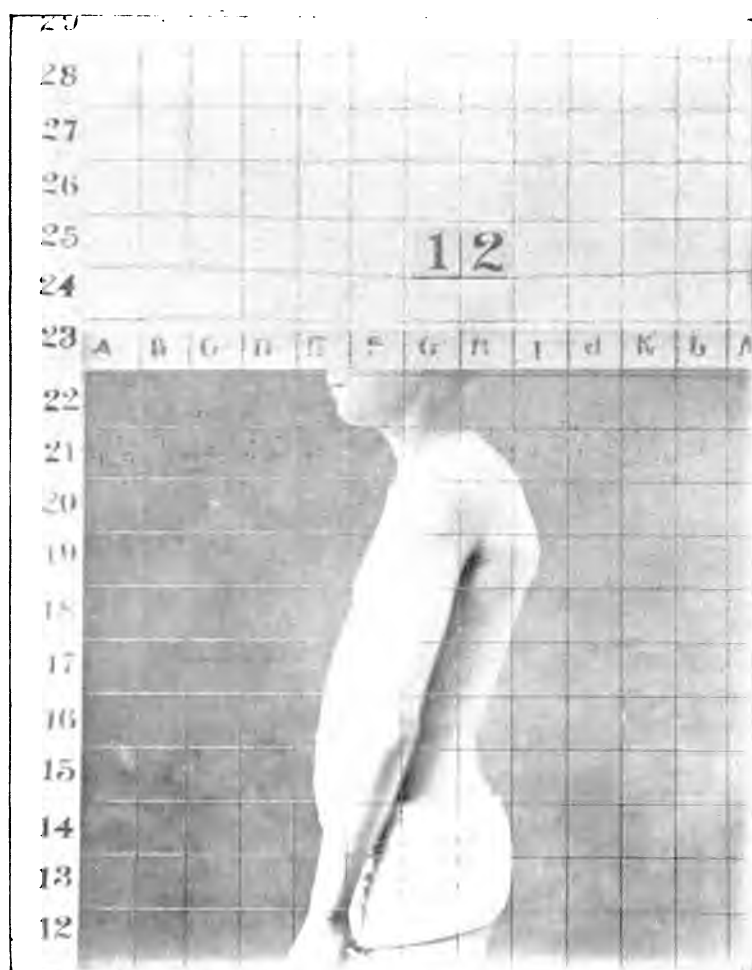
that cannot be remedied by any system of training, but improvement in many respects can be made. From these plotted charts, combined with the detailed report of the physical examination into the condition of the body, is made out a prescription of work for each person. This prescription gives some general directions as to mode of life, cautions against exercises, if any, as are certain to be injurious to the student and assigns him definite special work calculated to develop the weaker parts of his body and produce greater strength and symmetry. The carrying out of this special work is in the hands of the student himself so that the results of his training are proportionate to the zeal and interest each has in himself.

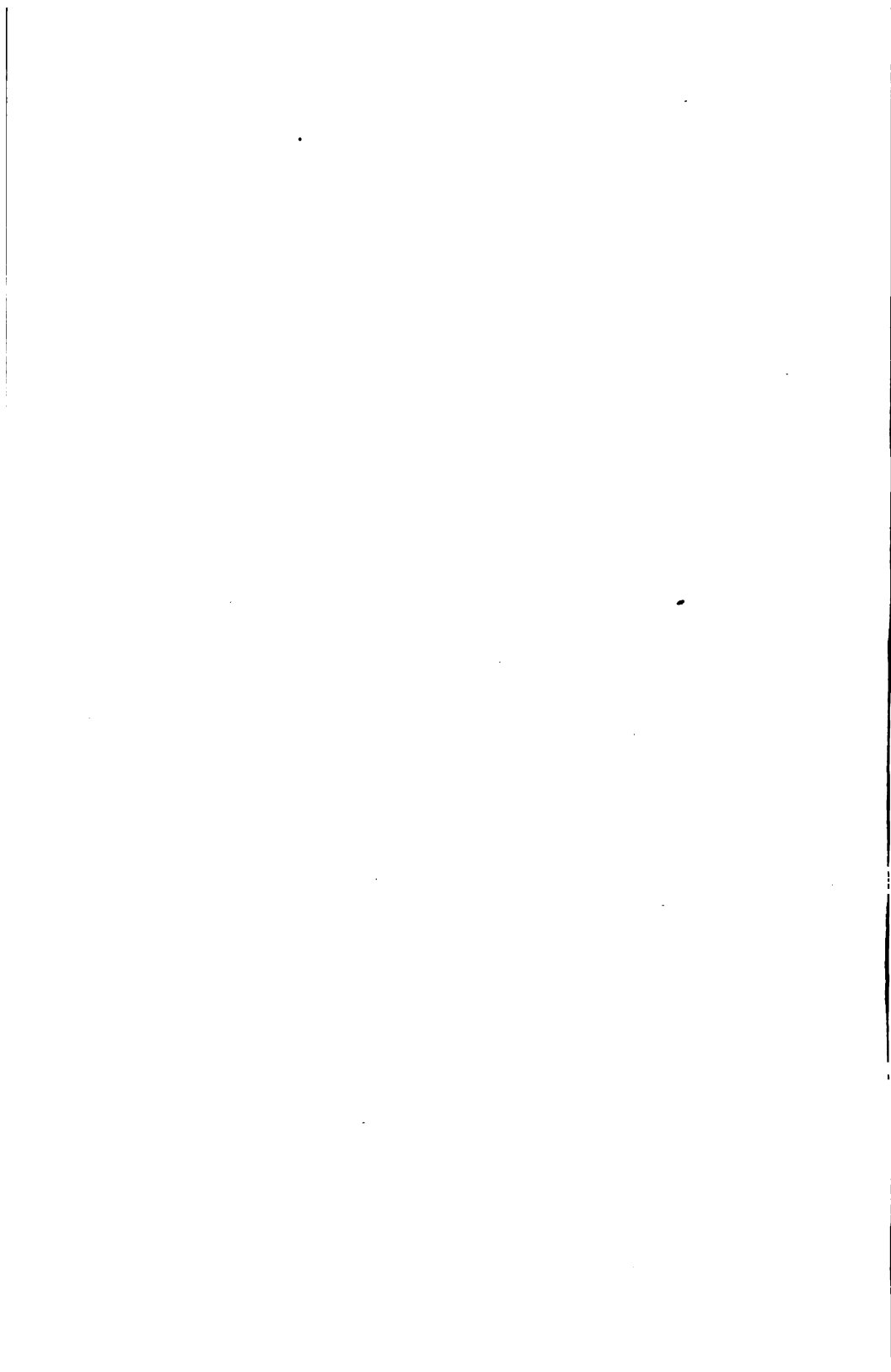
The classification of the students is based upon these examinations and the general work can thus be given without fear of its being unsuitable.

At the end of the year measurements are taken again and students are thus enabled to see in the changes in their charts what has been their improvement or retrogression.

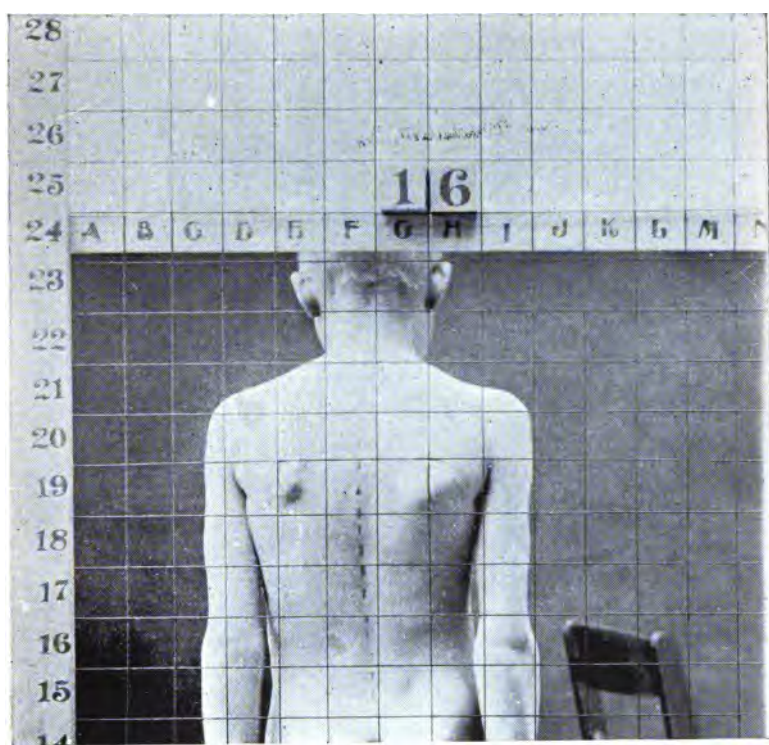
Considerable attention is given to the correction of those incipient deformities which manifest themselves early in life and whose occurrence may usually be traced directly to the school room. The form of a child can be very accurately shown by photography. Accordingly there was constructed a screen whose meshes were exactly five inches square. A person could be placed behind this and photographed. A study of the picture revealed curvatures in the spine and departures from symmetry and could be much more careful and painstaking than could be given to the person himself. Photographs of the same child taken subsequently reveal at once the growth and variation during the interval.

A few of these photographs are here reproduced. The first four are of a boy about thirteen years old, small of

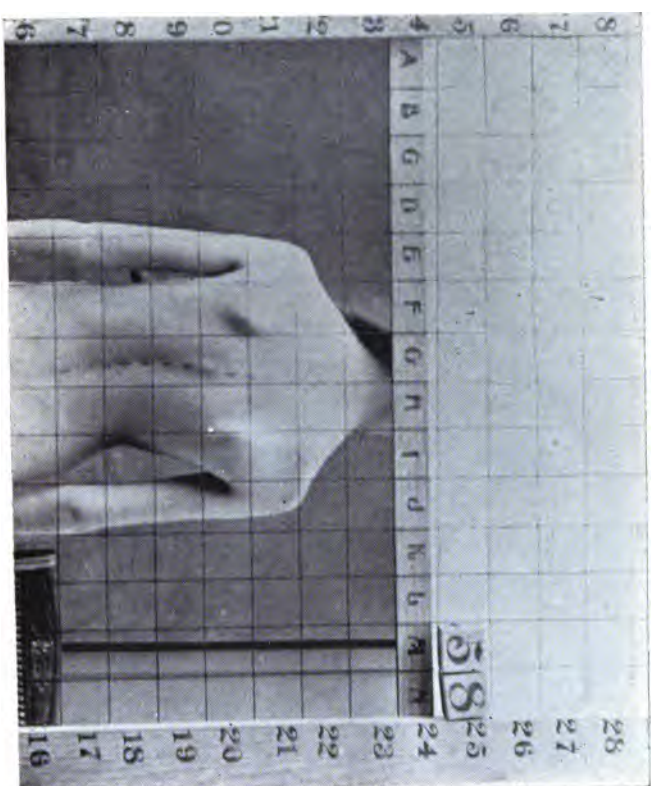


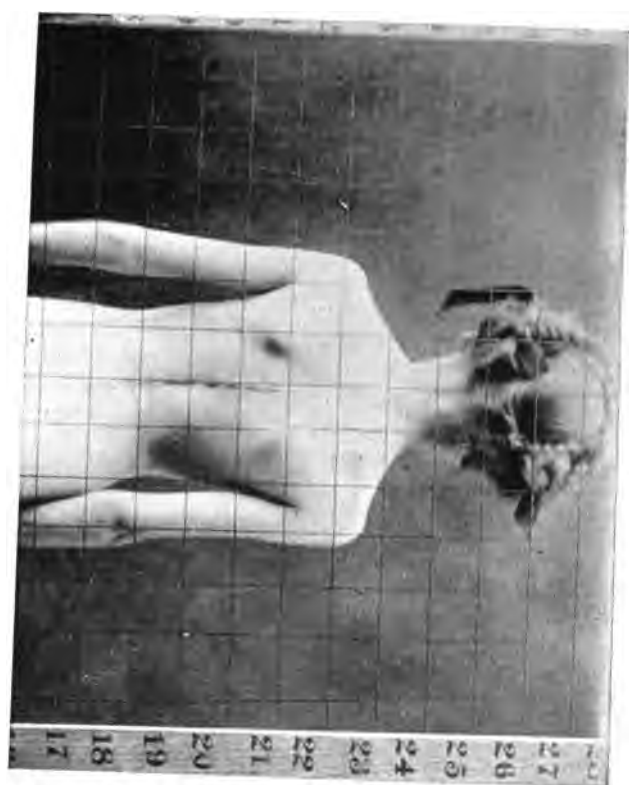












Physical Training in Normal Schools.

his age but very bright and exceedingly active in his temperament.

Nos. 12, 16 were taken in December, 1895, and show the best the boy could do when told to "stand straight." He had just entered the school and did not know that he was otherwise than straight and symmetrical.

Nos. 133, 134, were taken in June, 1896, under similar conditions. By means of the cross lines one can readily see what changes have taken place. In the side view the boy is unnecessarily vigorous in showing how he can handle his bowed shoulders. The curve in the spine is seen to have disappeared.

No. 58 represents a girl of ten years taken in December, 1895, and 58a the same taken in October, 1896. Comment is unnecessary. These were some of the worst cases examined and show perhaps the most improvement. Others nearly as bad show little gain, or none at all. In the cases illustrated the conditions of good living, outside of exercise, were affected, and modified by the hearty cooperation of those interested. Moreover the pupils in question were only from ten to thirteen years of age, when training would affect the form far more quickly and markedly than in the years of maturity after neglect or hard labor had developed or fixed unfortunate tendencies.

While the measurements are as accurate as possible and the record as complete as can be made yet in marked or stubborn cases a photograph is of great assistance. It can be used as a basis for frequent comparison and reveals at once the effect of the course of training that is being pursued. Moreover the picture affords a convincing argument to the student and often furnishes the needed stimulus to the steady performance of special work.

To this extent the work at the school seems wholly for the student without special reference to the profession he is to follow, and to a certain extent that is true; but it is

Physical Training in Normal Schools.

believed that in seeing attention given to the physical well being of the children in the model school, and in the effort to make himself healthier and stronger, the student-teacher is learning the lessons that will be of most service to him in his future school.

Nevertheless it is so well known that normal students will not have in their schools the facilities for much of the work they are seeing done that in the course they are given many series of exercises that can be readily adapted to use in any school room. The physical value of out-of-door sports and games is not forgotten and teachers are taught to familiarize themselves with the open air amusements of children, for in those exercises must lie the principal corrective to the enervating influence of the school room. Many a frail and weak school girl may become robust and strong if she enters vigorously into the plays and active sports of her classmates.



State Normal School, Superior, Wis.

Extracts from Report of Board of Regents.

NORMAL SCHOOLS.

EXTRACTS FROM THE BIENNIAL REPORT OF THE
PRESIDENT OF THE BOARD OF REGENTS.

In the report of my predecessor for the period ending August 31st, 1894, an express statement was made that in the estimate for the then ensuing year no provision was made for needed repairs or for the purchase of apparatus to keep the schools abreast of like institutions elsewhere. It is stated that the increase in the number of schools, the great increase in the number of students, the natural deterioration in the buildings and furnishings demanded increased permanent aid and the recommendation was made that legislation be sought to increase the annual revenue of the board, without which the seventh normal school could not be established or successfully maintained, and the president of the board closed the matter by saying "this increase can best be accomplished by repealing chapter 364, laws of 1885, and section 3 of chapter 185, laws of 1893 and the enactment of a statute appropriating annually 1-5 of one mill on the dollar of the taxable property of the state, for the maintenance of normal schools."

During the following fall, under the direction of the board, a systematic effort was put forth to bring the matter to the considerate and favorable attention of the newly elected legislature, and was followed up by presenting to that body when assembled, lucid and detailed statements of the condition of the schools and their needs of legislation. As a result of these efforts chapter 91 of the laws of 1895, approved March 29th, was enacted, appropriating the gross sum of \$72,500 apportioned as follows:

- | | |
|------------------------------------------------------------------------------------------------------------------------|---------|
| (1) For current expenses for the year ending 1894-5..... | \$6,000 |
| (2) For libraries..... | 10,000 |
| (3) For equipment for chemical, physical, and biological laboratories, museums, drawing departments and gymnasias..... | 14,700 |
| (4) For heating apparatus, repairs and furniture..... | 41,500 |

The same act amended the law of 1893 and provided for an annual levy of a state tax of 1-5 of one mill on every dollar of the assessed valuation of taxable property of the state. This liberal provision by the legislature added to the annual income from the permanent fund of the schools and opened up a new era for the normal schools of the state.

SEVENTH NORMAL SCHOOL.

According to the statement made in the last biennial report of the president of this board, in May, 1894, the board rescinded an earlier action which located the seventh normal school at the city of Superior, and also authorized its officers to draw a warrant on the treasurer for \$65,000 in favor of the city of Superior for the purpose of refunding to

Normal Schools.

that city its gift designed for the establishment of the normal school, which gift was made on the 9th of September, 1893. The warrant was duly drawn and deposited with the treasurer of the board. From that time till the 12th of July, 1895, the warrant remained in the hands of the treasurer, the city of Superior steadily declining to receipt the same and receive the money, when the board by resolution directed the return of the warrant to the secretary's office and the cancellation of the same, which was duly done. In the meantime the question of locating the seventh Normal school had been raised by a communication from the mayor of the city of LaCrosse and the chairman of the board of county supervisors of LaCrosse county, sent to the board of regents of normal schools asking that the said seventh normal school be located in the city of LaCrosse. This communication was laid before the board on May 17th, at an adjourned semi-annual meeting, after passing the following resolution, to-wit:

Resolved, That the question as to whether the city of Superior, by reason of the former action of this board in locating the seventh normal school at that point and the subsequent action of the authorities of said city in relation thereto, is equitably entitled to such location, be first determined and decided by this board.

The further consideration of the question was postponed till the next meeting of the board, which occurred June 14, 1895. At that time the board adopted the following preamble and resolution, after hearing an elaborate discussion of the matter by representatives of both LaCrosse and Superior:

WHEREAS, By a resolution duly adopted by this board, the seventh normal school was located at the city of Superior, and

WHEREAS, The said city of Superior, pursuant to said resolution and in compliance with the terms thereof, did deposit with the treasurer of this board, the sum of sixty-five thousand dollars to be used by this board in the construction of a normal school building at said city, and now offers to furnish a suitable site for said building, and

WHEREAS, For satisfactory reasons and cause appearing to this board, said resolution so locating said normal school at said city of Superior was afterward rescinded by this board, and

WHEREAS, It appeared to this board that the causes and reasons upon which the action of this board in rescinding said resolution so locating said normal school at the city of Superior was based, no longer exist; therefore,

Resolved, That the city of Superior is equitably entitled to said location, and that the said seventh normal school be and the same is hereby located at the said city of Superior in accordance with the resolution of this board so locating the same heretofore adopted by this board, and upon the terms and conditions in said resolution contained.

The matter being thus settled, the executive committee were directed to proceed at once to the city of Superior and select a site, which duty was duly performed the first day of July, 1895.

After properly advertising for bids the contract for furnishing the material and building the seventh normal school was awarded to the Barnett & Record Co., for the sum of \$60,990, but a subsequent modification brought the contract to \$61,790, the terms of which required the contractors to complete said building on or before the 15th day of July, 1896.

In accordance with these several actions of the board, the building was completed and thoroughly equipped ready for the opening of the school which took place by proper exercises dedicating the building on the 5th day of September, and the opening of the same for regular class work on the 8th of said month.

Extracts from Report of Board of Regents.

TEXT AND REFERENCE BOOKS.

The plan upon which the schools are conducted involves the establishment and maintenance of large libraries, practically two in each school, one of text books and the other of reference books. Having been once established, the text-book libraries are maintained by a small rental charged each student, and the reference libraries have to be provided for out of the regular income fund.

The receipts and expenditures for libraries during the past two school years are as follows:

Receipts.

Schools.	Items.	1894-5.	1895-6.	Totals.
Milwaukee.....	Book revenues	\$751 07	\$894 60	\$1,645 67
Milwaukee.....	Appropriation, Laws 1895.	2,000 00	.....	2,000 00
Oshkosh	Book revenues	1,661 75	1,863 33	3,525 18
Oshkosh	Appropriation, Laws 1895.	2,000 00	.....	2,000 00
Platteville.....	Book revenues	813 90	1,018 10	1,832 00
Platteville.....	Appropriation, Laws 1895.	2,000 00	.....	2,000 00
River Falls.....	Book revenues	987 58	856 55	1,844 13
River Falls.....	Appropriation, Laws 1895.	800 00	.....	800 00
Stevens Point.....	Book revenues	889 42	811 22	1,703 64
Stevens Point.....	Appropriation, Laws 1895.	2,500 00	.....	2,500 00
Whitewater.....	Book revenues	1,015 86	1,194 02	2,239 88
Whitewater.....	Appropriation, Laws 1895.	1,000 00	.....	1,000 00
Total.....	.....	\$16,449 68	\$8,640 82	\$23,090 50

*Normal Schools.**Expenditures.*

SCHOOLS.	BOOKS.		SALARIES.	TOTALS.
	Text.	Reference.		
Milwaukee	\$1,528 37	\$1,921 64	\$200 00	\$3,650 01
Oshkosh	2,804 60	1,604 01	200 00	4,608 61
Platteville	1,805 79	2,411 30	200 00	4,417 09
River Falls	1,289 53	1,099 07	200 00	2,588 60
Stevens Point	2,639 23	2,988 62	200 00	5,827 85
Whitewater	2,027 19	1,299 19	200 00	3,526 38
Totals	\$12,094 71	\$11,323 83	\$1,200 00	\$24,618 54

Total revenue \$23,090 50

Total expense 24,618 54

Excess of expenditures \$1,528 04

This large excess is more than accounted for by the large purchases made from the equipment fund of the Stevens Point school.

Total enrollment of students.

1894-5.	Normal.	Prepara- tory.	Gram- mar.	Inter- mediate.	Primary.	Totals.
Milwaukee	202	.....	90	45	28	365
Oshkosh	521	92	122	63	56	854
Platteville	347	37	36	38	51	509
River Falls	309	21	62	36	40	468
Stevens Point	152	49	61	56	48	366
Whitewater	247	31	37	28	49	392
Totals	1,778	230	408	266	272	2,954
1895-6.						
Milwaukee	267	.....	77	53	88	485
Oshkosh	632	*	111	49	90	882
Platteville	437	56	39	35	44	611
River Falls	286	20	45	40	54	445
Stevens Point	261	22	56	56	47	443
Whitewater	287	23	32	29	62	433
Totals	2,170	121	360	262	385	3,298

*Preparatory students attend a private preparatory academy.

Extracts from Report of Board of Regents.

Number of Graduates.

Year.	1894-5.		1895-6.		Totals.	
Course.	Ele- men- tary.	Ad- vanced	Ele- men- tary.	Ad- vanced	Ele- men- tary.	Ad- vanced
Milwaukee		70		80		*150
Oshkosh	26	33	49	43	75	76
Platteville	9	41	8	44	17	85
River Falls	22	6	22	7	44	13
Stevens Point	7		14	3	21	3
Whitewater	26	23	38	25	64	48
Totals	92	161	144	191	236	352

* Kindergarten course — 21. The school has no elementary course.

Total number of graduates from each course since the organization of the respective schools, not counting any person twice.

	Elementary.	Advanced.
Milwaukee, opened 1885		*388
Oshkosh, opened 1871	346	210
Platteville, opened 1866	105	426
River Falls, opened 1875	82	207
Stevens Point, opened 1894	21	3
Whitewater, opened 1868	394	275
Totals	948	1,509

* Kindergarten course — 31

Normal Schools.

EXTRACTS FROM THE REPORTS OF THE PRESIDENTS
OF THE SCHOOLS.

MILWAUKEE SCHOOL.

It is the unanimous opinion of the faculty that the quality of the student body is improving year by year, but they are equally unanimous in the conclusion that the preparation of many of the high school graduates in the common branches, is far from what it should be, in order that they might do the best professional work.

How to secure a more thorough knowledge of the subjects of arithmetic, geography, history and grammar as a part of the preparation for entering the normal school is as yet an unsolved question. A provision in the high school courses of instruction, for a thorough mastery of the essentials of these subjects in the senior year of the course, would undoubtedly accomplish the purpose. Unless some such an arrangement can be effected with the high schools, it seems almost a necessity to make some modification of the existing courses of study for high school graduates in the normal schools, either in the way of elimination of subjects or the lengthening of time required for the completion of the course. Either plan is open to serious objections.

I believe the Milwaukee normal school could better its service to the public schools by a further differentiation of work than is possible under existing conditions.

By far the larger number of those graduated from the school, enter upon the work of teaching in the primary and intermediate departments of the graded schools. By eliminating a portion of the work now required, time would be gained for more specific preparation for teaching in the lower grades and for more practice teaching in these grades. It is possible that something would be lost in breadth of preparation by the adoption of this plan but I am firmly convinced that there would be decided gain in the depth of preparation where depth is needed.

For those who wish to prepare for teaching in grammar and high school grades, I would have the present course extended to three years, and limit admission to those who should develop aptitude for this grade of teaching.

The question is simply this: Shall the school have freedom to recognize the aptitudes of its students, and to adapt its instruction to the development of these aptitudes within reasonable limits, to the end that more immediate and greater efficiency may be secured in distinct fields of school work?

To refuse such freedom of adjustment and administration in a normal school, is to deny to it the opportunity to do its best work, and bases its organization on a principle condemned every day in the year by the pedagogical teaching of every normal school worthy of the name.

The present building will accommodate three hundred students and no more; even with that enrollment, there will not be a sufficient number of recitation rooms to accommodate the teaching force. The rapid growth of the school during the past four years, coupled with the steadily increasing demand for trained teachers, and the increased attendance in the high schools from which the students come would indicate a steadily increasing attendance for some years. Your board will have to meet the alternative of providing additional room or of limiting the attendance. It may be impossible to do the former; it will be unfortunate to say the least, to be compelled to say to the graduates of high schools who wish to prepare themselves for teaching, we cannot take you.

Extracts from Reports of Presidents of Schools.

OSHKOSH SCHOOL.

The needs presented four years ago and practically outlined for the whole system before the legislature two years later, contained something of probable forecast of demands likely to be made during the next five years, according to the best judgment of men intimately fitted to understand them. It was realized that there was certain to be a gradual growth in professional appreciation that would send students in increased number from year to year; but likely to be absorbed for some time by the two new schools to be opened. But what has happened is such an excess as to dwarf all estimates. The estimate of 25 per cent. increase in enrolled students by end of fifth year has already been exceeded for the Oshkosh school in the two years past, and in several others it is as great or more.

COURSE OF TRAINING FOR RURAL SCHOOLS.

The recent action of your board in shaping a definite course of training for teachers in rural schools, makes plain to all that the normal system is devoted to strengthening every grade of schools. It has been a fact throughout its history that the rural districts have reaped the larger profit, in so far as they have had returned to that work the undergraduates of all degrees of advancement, a great majority of all enrolled.

While the large registration of the Oshkosh Normal has resulted in somewhat large graduating classes, it is still true that a majority of students sent annually to strengthen the ranks, go to work in the district schools, undergraduates who have been trained by some of the strongest members of the faculty especially equipped to meet such need.

The organization of this short course will emphasize a few features needful in rounding any complete course, somewhat earlier than formerly, but will entail no great modification, while it will definitely announce to young people that their going to rural school work requires a balanced preparation adapted to the work, just as certainly as does the work in long courses.

NORMAL WORK CAREFULLY BALANCED.

It is not so widely known nor so strongly emphasized as should be that the normal school does not tolerate any scheme in its organization which determinately contemplates widely different ability either in scholarship or skill of its teachers for different classes in its course. The work of informing, impressing, instructing, and of training to philosophic estimate, must be carried on at all stages of progress, with least possible waste of time and energy to the student. The due extent of emphasis to be assigned to each of these essential factors in all good teaching can only be done by men of trained insight into springs of student thought and purpose. Taskers are to be had in plenty everywhere; men who know much of many things other than how to meet an undisciplined mind successfully. Schools for higher learning have trusted much to the great length of time a student must continue in the processes of schooling after he has reached maturity sufficient to profit most successfully by skilled appeals to reflective powers in hastening the process. From eight to eleven years are asked after the lad has reached fourteen or sixteen years of age, before he passes from the schoolroom to the school of life responsibilities. Whether this inordinate period of gestation is necessary or may be shortened without loss of power, should employ the best thought of every class of schools

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to whom the latter courses of youth are entrusted. The normal schools are placing this problem in the forefront of our purposes. In furtherance of this we refuse to find any place for mediocrity in instruction, to the full extent of ability to pay for highest skill in the profession.

PLATTEVILLE SCHOOL.

The chief internal organic gain of the school in the past two years is one of department specialization. Formerly one man taught both the natural and the physical sciences—did, unaided, all of the science work offered in the school; one man taught the mathematics and the music of the school, and so forth. Now, through the fostering care and generosity of the board of regents, two men devote their whole time to the science work, two men give their whole time to history and civics, two men teach only English, two men devote all their time to mathematics, one man gives his entire time to music and so forth. Under this liberal and wise policy of administration of affairs by the board it has been practicable to thoroughly specialize the work and organize it closely along department lines, as much so as in college or university. This increase in teaching force and consequent specialization of work I judge to be the greatest gain made by the school during the past two years.

The school is being administered upon the belief that the great need of a school is teachers. The first want of education, the first want of the world, is teachers—teachers who have great ability and scholarship, who are endowed with great teaching power and who, from love of their calling, have consecrated themselves to its fulfillment. Such men are sought for and high salaries are offered to secure them. The best schools are accumulating means of study and instruction, and are offering opportunities for research and self-improvement which, to an earnest teacher, count more than a high salary. The best teacher covets the best field for his energies; and in estimating the value of a field, he takes much less account of elaborate or imposing buildings than he does of the laboratories, the museums, the library, and the atmosphere of the place as determined by the character of the teachers already employed. These are the facts with which we must reckon; and is it not plain that we should direct our expenditures as much as possible to the immediate business of teaching, and only as we must to the mere externals of a school? What the members of our faculty ask for is the means of teaching. The united voice is for books, for apparatus, for the appliances of work. They want room, indeed, but they will be content with great simplicity in their surroundings if they are given ample facilities.

RIVER FALLS SCHOOL.

The period included by the report has been filled with local interest by good bodies of students whose study has been directed by zealous teachers, and the facilities, thus offered by the state have resulted in maintaining high ideals and in creating homogeneous scholarship.

Convenience of the building has been conserved by the expenditure of some sixteen thousand dollars, which was appropriated by the last legislature; the house is now thoroughly warmed, perfectly ventilated, and is available throughout for school purposes. The reference library has received many new books; laboratories have been made more commodious, and varieties of new apparatus have opened new fields of object teaching.

The local community has maintained cordial relations with the

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school,—has generously patronized the model grades where fees for tuition and books have been charged, in spite of good local free schools, and of less than two thousand local inhabitants. The Wisconsin counties within a radius of sixty miles bear a small population and have limited means of public conveyance, when compared with like environment of sister schools,—and they have only sixteen high schools, eight of which have three years' courses of study. The patronage from a neighboring state is necessarily limited for any Wisconsin normal school; the sixth state normal school has within two years divided the River Falls territory upon the east, and the opening of the seventh state normal school, next year, will divide the territory on the north.

The corps of teachers has been enlarged and strengthened by additions that have refined the division of labor.

The methods of instruction have engaged the active co-operation of students; the whole of the work is believed to have been stimulating and broadening, and it has carried professional convictions up to a plane in which a good body of students exhibited self-sustained activity.

STEVENS POINT SCHOOL.

COMMON SCHOOL COURSE.

Acting under the authority of recent action of the board authorizing the one-year common school course, it will be our effort to mature the plans, at first tentatively adopted when this school was first organized, to render most efficient services to the teachers of the common schools. The time is apparently far distant when the common schools can be filled with teachers who have taken any extended course of training at the normal schools. Even the moderate expense which such attendance makes necessary, and the probability of finding more remunerative situations in the village and graded schools, together with the short term of service of most of the teachers, will make it impossible to supply the country schools with graduates from the normal schools. The common schools must, therefore, be assisted through influences brought to bear upon the under-graduates and those who can attend the normal for short periods only. It will, therefore, be our purpose to incorporate into the one year course such reviews of the fundamental branches as may seem necessary and also to experiment upon the early introduction of professional training instead of that academic instruction which is so marked a feature of the early years of the normal courses. It is believed that this may be done without serious loss in the model school if wisely managed and supervised, and result in quickening professional thought and inspiration of those who will teach in the country schools.

GYMNASIUM.

The fact that this building contains a large gymnasium, which has been thoroughly equipped with all modern appliances, indicates a wish on the part of the board that physical training should receive due attention. This work has been constantly under the care of a teacher who has made ample preparation through careful study of anatomy and physiology and a study of the different systems of physical training in vogue in the schools. All students are expected to take regular exercise in the gymnasium, are examined and measured, and the results tabulated and charted and students are encouraged to follow prescriptions of different exercises made for individual cases. At different times during the week the gymnasium is open to individual classes of students for voluntary exercises, and has proven exceedingly popular.

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SUPERIOR SCHOOL.

It is generally conceded that no other public school building in Wisconsin is better adapted for the purpose for which it was erected than the Superior state normal school. It is heated by steam and ventilated by fans, thus insuring an even temperature and pure air; it is supplied with the latest improvements in school furniture, and everything has been planned for the health and comfort of students. In connection with the gymnasium there are baths, lavatories, and a swimming pool. The equipment of the building is modern and the necessary appliances for instruction in physical and natural sciences have been placed in the rooms set apart for such instruction. The building itself is an imposing structure of thirty rooms, exclusive of those used for toilet purposes and those occupied by the janitor. The school building is made of Lake Superior red sand stone and cream brick. The edifice stands on elevated ground and has a campus of seven acres. The grounds have been graded and a beautiful lawn with a miniature lake immediately in front of the building will make the place a very attractive spot in this busy city.

The school opened for pupils September 8. It was anticipated that from 75 to 90 people for the normal department would report at the opening. Arrangements were made for the accommodation of that number; but when the count was made at 8:40 A. M. on the first day of school there were found to be present 150 people who proposed to train to be teachers in the Superior state normal school. Seventy-nine were persons who came from other sections; sixteen counties in the state were represented for the purpose of attending the school; and fifty-five per cent. of the enrollment was made up of high school graduates and teachers of experience. Other states were represented by a very small per cent. of the attendance. The unexpected attendance from other portions of the state made it necessary for the plans of organization to be changed at once. Authority from the board of regents was promptly received and the work of the school progressed. It is now confidently expected that the enrollment in the normal department will reach considerably over two hundred by the close of the first ten weeks of school. The model department opened with every seat full and pupils on the waiting list in several of the grades. All classes found in any normal school are represented in the first organization of this school. There are seniors in the advanced course, and many others who will finish the elementary course this year. The large patronage from different counties shows a proper public appreciation of the advantages that come to the state through the professional training of teachers.

WHITEWATER SCHOOL.**THE NEW COURSE OF STUDY.**

The "One Year Course of Study for Teachers of Common Schools" recently inaugurated by action of the board is already attracting attention from the rural teachers and is receiving the hearty endorsement of the county superintendents. I feel sure that it is destined to increase the popularity and usefulness of the normal schools.

THE MULTIPLICATION OF NORMAL SCHOOLS.

Doubts have been expressed in certain quarters as to the wisdom of the present tendency towards an increase in the number of normal schools in the state. The State needs many more teachers profession-

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ally trained. *It needs trained teachers who can afford to work cheap*; that is, at the wages which the schools will pay, or can pay. This means that pedagogical training must be cheapened by bringing it to the doors, as it were, of the future teachers of the state. You can not compel teachers to go far from home for their training and then expect them to teach in the common schools at the going wages. *The normal schools must come near.*

But, at the same time, there is a real danger that normal schools may be multiplied so rapidly as to interfere with and endanger the proper equipment and support of those already in operation. It is not wise to attempt the work of a century in one generation.

The families of good people may increase so rapidly as to bring all to a starvation basis. And it may happen that the newest comers in the family are so lusty and so clamorous that the older children are forgotten or neglected in the stress. These older children, who have borne the heat and burden of the day of small things, may not have the right to expect all the finery that is lavished on the latest comers; but they certainly have the right to be properly nurtured and kept in a state of industrial efficiency. This is the dictate of the simplest and truest economy.

REPORTS OF BOARDS OF VISITORS.

JUNE 30, 1895.

To the Honorable, the State Superintendent of Public Instruction.

The board of visitors for the state normal school at Milwaukee inspected the school severally in the fall and winter, and made a joint visit in June. The first and second visits of the committee were made during the construction of the addition to the building, but in spite of the necessity of holding recitations in crowded rooms and corridors, notwithstanding the noise of the hammering and loud talking of the workmen and the confusion incident to the erection of the building, the work of the school was moving on with admirable precision.

The new portion of the structure seems well adapted for its purpose. The means of lighting, heating and what is less often true, the means of ventilation are of the most approved construction and are working with success.

The teaching force seemed sufficient in number; the discipline is good, the management of the classes vigorous and the spirit of both teachers and students is excellent. The committee did not find what they regarded as poor teaching in any department. The pupils seemed to enjoy their work and in their bearing a spontaneity and freedom from constraint were noticeable. The promptness and vigor of the instructors were reproduced in the pupils. It occurred to one member of the committee that in some instances this strenuousness was inclined to pass into abruptness, with perhaps a spice of rudeness (evidenced by the practice of addressing young women by their surnames only), which seems to fall short of that refinement of manner which belongs to the higher culture.

The apparatus for illustrating the principles of chemistry, physics and botany, when increased by the purchases just authorized by the board of regents, will be reasonably sufficient. In regard to the subject of zoology, this cannot be said. Zoology in the normal is not taught by the laboratory method, for the reason that there is no zoological laboratory. This deficiency may be in some part remedied by the use of the tables and micro-

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scopes in the botanical laboratory, but so important a subject as zoology should have a well provided laboratory of its own.

The normal is fortunate in that its pupils may avail themselves of the advantages offered by the Milwaukee public library. The committee find that under wise direction of the normal teachers they are making considerable use of this resource. Besides this there is still a necessity for a considerable collection of books at the normal, especially of professional and reference books, which have a bearing on the science and art of teaching—a collection much larger than is now possessed by the normal. The committee observed that much use is made of the normal library, as it is, some two or three hundred volumes being in the hands of pupils at the time of the last inspection.

The visitors might make a slight criticism on the manner of treatment of books in the library. Many heavy volumes, like the Century Dictionary, Webster, etc., were standing in a leaning position, face downward, back upward, a position likely to loosen the back and injure the binding. This was doubtless a temporary matter, arising from lack of shelving and the sudden collection of books at the close of the term from recitation rooms into the library. However, the arrangement of books in this position could hardly be said to be necessary, and is one highly undesirable for heavy volumes even for a moment.

The strong work done by the working force and the activity of the administration in bringing the work of the school to the notice of the public by means of the press and otherwise, is having an effect in an increased enrollment and a larger number of graduates.

The committee felt that the reflex influence on the visitors themselves of their inspection of the school would be salutary, and that they would return to their several schools with an impulse to put more vigor into their own teaching.

JNO. C. FREEMAN,
THEODORE LYMAN WRIGHT,
JOHN HENRY OTT.

J. Q. Emery, State Superintendent of Public Instruction.

The committee appointed to visit the normal school at Oshkosh for the year 1894-1895, beg leave to submit their report.

The undersigned visited the school twice during the year, once together, once separately. The general impression received from the visits made was such as to satisfy the committee that the high reputation of the school was well sustained, that the management was very efficient, and that the training given was of a high grade.

The work in some of the departments was more carefully noted than the time allowed to be expended to all the departments. A week's visit, if so much time could be taken twice a year, would be desirable for the thorough examination in detail of the respective branches taught. It is probably fair to assume that the sections visited will represent the whole.

The work in Political Economy gave indication of excellent method, and of well outlined and comprehensive study, so far as belongs to a normal school. It is designed, there, of course, to prepare the teachers for common school work, and ought not to be compared to special university courses. The careful consideration given to many of the themes constantly brought before the reading public must prove of great advantage to young teachers in qualifying them to answer understandingly and to explain satisfactorily, questions which bright pupils will ask, and will be glad to have clearly answered.

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The department in English literature gave evidence of wise method. Arrangement for methodical reading, aside from special text books studied and from topics well looked up and carefully written out, was, in the judgment of the committee, a very commendable feature, and the extension of this method of systematic reading to general and to special lines of history is eminently wise. It assures a desirable selection for the great body of the students. The method will be satisfactory to every intelligent patron of the school, and was certainly so to the board of visitors. The reputation of the department is deservedly high.

The hand and brain of the president is visible in everything that came under the eye of the committee. It is certainly the good fortune of the school, and of its patrons, and so far of the state, that a man with high preparation for the presidency of such a school can add to natural fitness and to large acquirements the experience of a quarter of a century.

In any school a library meets an important need for the best work

The library of the normal school in Oshkosh has been growing of late years, but it is needful that it keep growing and that generous contributions to a library fund be continually made. The activity of thought and of discovery along many lines makes many a volume that was up to date only ten years ago almost obsolete now. Works of reference of the latest issue have become a necessity, if the student is to keep abreast of the latest inventions and the newest discoveries.

In reference books, particularly, it is essential that the latest and the best be accessible. Without these there can be no satisfactory result even from the most painstaking work.

Training in mineralogy, in geology and in botany, is now largely laboratory and field work, rather than book study. On such subjects it is more important to have eyes so well trained that at a glance they will catch a marked characteristic of mineral or rock or plant, than to be able to state the opinion of T. D. Dana or of Asa Gray about the matter in hand.

A collection of the native birds of the state, well mounted and attractively grouped would be a most desirable addition to the appliances of the school for making the students there familiar with the birds that gladden our spring and summer and autumn.

It sometimes happens that persons bright and well read in literature and fairly acquainted with history are totally unacquainted with elementary ornithology and do not know our common song birds.

If the state should hesitate to make an appropriation to supply this want, as probably it would not, if it should be well presented, the members of the school themselves, if interested in the matter, could soon make a collection, beautiful and instructive and greatly to the benefit of the Oshkosh Normal School.

Respectfully submitted,

H. LUMMIS,
C. DWIGHT MARSH.

MADISON, September, 1895.

To Hon. J. Q. Emery, State Superintendent.

Two members of your committee visited the Platteville Normal School three times, and the third member once during the year. We are gratified to note in these visits a steady improvement in the school, as the spirit and purposes of the new administration have time to make themselves felt. Our normal schools attempt, not only to give professional training, but also the higher part of that training in the branches which their pupils are to teach. This fact makes the standards which they set

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in this matter of very great importance to the educational interests of the state. It seems useful to think of these standards with reference both to their breadth and their range. We are especially gratified to note the development of the instruction in breadth. The relations and significance of what is taught are brought to the surface with a reach and fullness most valuable for stimulating the efforts and ideals of the pupils. Few things more fatal to the influence of these schools could arise than the presence in their teaching of such narrowness as comes from a limited culture, or a cessation of intellectual growth on the part of those who give instruction in them.

We are pleased also to note the purpose to extend the range of instruction. The first move in this direction must be an elevation of the standards of admission. This can be accomplished in part by a wise administration, which somewhat rigidly excludes those not thoroughly qualified to go on with the work. Such pupils, if admitted, clog the class work and drag it down to their own level and rate of advancement. This seems to be fully appreciated by the administration of the school, and measures are already in force to effect an improvement.

But the question of range of instruction is much wider than this. It must rest on the admitted principle that the teacher's knowledge must be much beyond the range of instruction which he is expected to give. We, therefore, call attention to the fact that the required instruction in physics is but twenty weeks, whereas the courses of our high schools provide for forty weeks work; that the course in botany is but ten weeks to prepare for teaching courses of from twenty to thirty weeks; that the course in physiology is similarly related; and that the course in history is but little less out of proportion. If we turn to language work, Latin and German, the range seems, at best, but equal to that prescribed in high schools. The difficulties in the way of remedying this state of things are great, but the state schools for teachers can hardly ignore them for a long period of time. Some extension of the range of work seems inevitable, if these schools are to prepare high school teachers.

For instruction in elementary schools, the range of study seems adequate. Here the question of adaptation becomes dominant and compels attention to the work in methods and practice. In this we note a satisfactory growth during the year, and practical ideals, which meet our hearty approval. Much, however, remains to be done. Two suggestions, seem to us especially deserving of emphasis. First, differentiation of the teachers is becoming more and more pronounced in our schools. Boards and superintendents seek teachers of first grade, third grade, sixth grade work; and the teachers' schools must respond to those calls. It seems desirable, therefore, that the special aptitudes of practlicants should be sought out, and their ideals and efforts directed to mastery of the kind of work they are to undertake. To put this in another way, it seems to us inevitable that these schools must direct more attention to the formation of specialists in teaching. A corresponding demand exists in the high schools for department teachers — teachers of science, of languages, of history and civics and so on.

The furtherance of these practical demands seems to us to call for a closer connection between professional training and the heads of departments of instruction in the normal schools. Science in elementary schools ought to be taught after scientific methods, and the science teachers to supervise and direct, not only the plan of work for each grade, but also, in part at least, the carrying of it out by the practlicants. In history and English, in drawing and music, in fact in all departments this seems to us true; and we believe that the effect upon the departmental instruction of such an arrangement would be beneficial.

We call especial attention to the small results in the public schools of the training in drawing and music in the normal schools. These

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branches taught by experts, are accepted too generally as for the personal good of the normal student rather than as a contribution to professional skill. Closer connection with the practice work would, it seems to us, tend to a change in this regard.

Second, to the completeness of normal training, it seems more and more necessary, as the demands of our school grow more and more exacting, that some experience in managing a full grade be added to the practice in class teaching. It is in this that the beginner most often fails, and this which the school official is anxious about when he requires experience of a candidate. The difficulty of providing it is acknowledged. Perhaps some relation might be established with the city schools by which those judged ready for such trial might substitute or in some other way get into touch with actual independent school work.

In connection with these relations it seems to your committee worthy of consideration whether the normal schools cannot more directly help the development of the rural districts. With the new law requiring higher attainments of the county superintendents a forward movement may be reasonably expected, and to help it by special training for rural teaching would seem appropriate. The different organization and conditions of rural schools make their problems distinct from those of the cities, and for the time, at least, a less complete literary preparation on the part of their teachers must be accepted. We must content ourselves with simply asking the question whether the experiment of a special class, perhaps in some sort preparatory to the normal, is not worth trying.

We find little to say of preparatory departments which has not been said before. The effort to raise standards here seems likely for a time at least, to increase the attendance upon such a department. The inquiry whether the normal school will not do more good to the country tributary to it by sending back those not properly prepared, so that its standards may immediately affect those of the schools and the communities sustaining them seems to us deserving of consideration. This normal school has been sending out graduates for more than a quarter of a century; in its immediate field, as the graduates' calendar of the catalogue shows, some twenty-four of its graduates are teaching. Under these conditions it is not unreasonable to assume that suitable preparation for the normal can readily be obtained by all, and may, therefore, be inflexibly demanded. To look upon this as being in any sense a charity school seems to us a complete misapprehension of its mission.

Library work is very much needed in connection with the normal school. The first and most obvious phase of this which has for its object to promote in normal students a knowledge of books and the habit of using them so as to give breadth and originality to their own study, has not been wholly neglected, but can be much increased with advantage. The second phase relates to the promotion of the proper use of libraries and the care and management of the books in the schools of the state. If our library law is to have the effect, which we hope from it, the teachers of our schools must develop and guide the work of the pupils. To this end they need some acquaintance with books suitable for children in different grades, some broad ideas of what such reading ought to do for pupils, and a knowledge of some of the ways of securing the right use of the books. A collection of the chief books recommended for use in all the schools would be very valuable in such instruction.

In this school very little has been made of the so-called elementary course, and it seems to us wisely. This course is rather an element of disintegration than of strength, and it may reasonably be asked whether the conditions which led to its establishment have not now so far passed away as to make the abolition of it desirable.

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The provisions already made for increased facilities in the way of the library, the laboratories, and the teaching force render it unnecessary to call attention to the obvious deficiencies in the present equipment. The ventilation of many of the recitation rooms is far from satisfactory, — in fact is so bad as to call for immediate remedy.

The new era upon which the school has entered seems to us full of promise of good to this section of the state, and coming as it does at a time of increased resources and increasing power of the schools under the control of the board justifies an expression of confidence in the future and congratulations on the part of your committee, which they most heartily extend.

J. W. STEARNS,
THOS. J. JONES,
J. F. SIMS.

MILWAUKEE, WIS., Aug. 31, 1895.

*To the Hon. J. Q. Emery, State Superintendent of Public Instruction
Madison, Wis.*

DEAR SIR:—The undersigned committee appointed to visit the State Normal School at Stevens Point respectfully offer you this report:

Each member of the committee visited the school twice, and the majority made three visits.

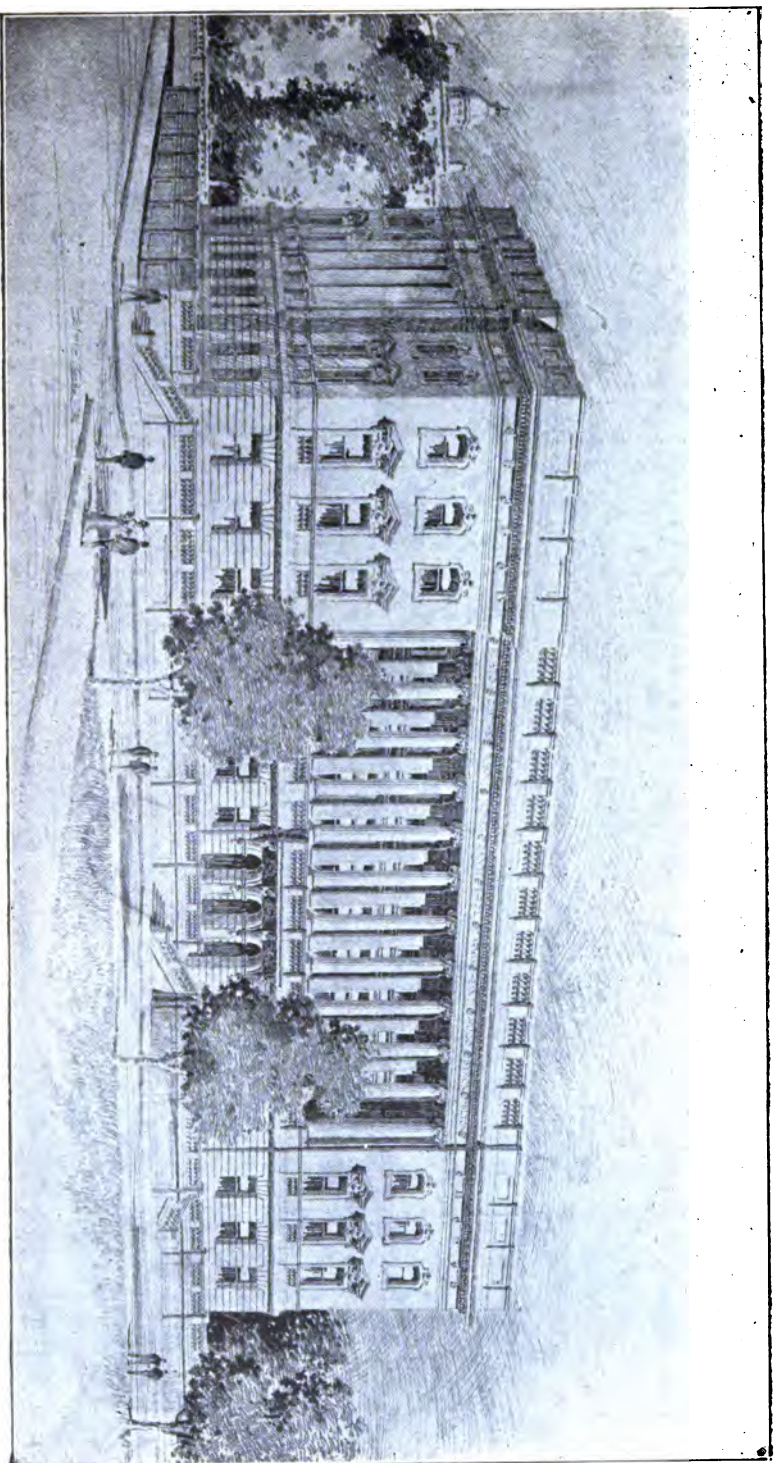
As this is the first report on this school made by a visiting committee, special comment on the location and the building is in place. The site is clearly well chosen, and the plan of the grounds is admirable. Trees have been preserved as far as possible, the walks are broad and well laid, and the spacious grounds will soon present a very handsome appearance.

The building is in external appearance in harmony with its admirable environment. It is a well built structure of modern style, pleasing to the eye, and suitable for its purpose. Its interior is well planned, with large, well lighted, cheerful rooms and halls, and an exceptionally excellent system of heating and ventilation, which was pronounced satisfactory after a year's use, by the faculty of the school, and thought by your committee to be superior to any methods before considered by them. The appliances for communicating between different parts of the building are very convenient and the furniture is well selected. Certainly the people of the state are to be congratulated on the thoroughly satisfactory investment of money that has been made in erecting and equipping this building.

The gymnasium is worthy of a special mention, its construction leaving little to be desired. We think the floor in the running gallery should be padded to make it available for its purpose, and we would urge the purchase of additional apparatus at once.

We would also call your attention to the mason work about the boilers as being imperfectly constructed and liable to cause trouble when the full heating capacity is used. We would recommend that a new outside door be made for the use of the janitor, thus obviating the present necessity of having the entire building open for his use. There seems to be no way provided for experimental work in optics, and the opportunity for work in physics generally is very limited and inadequate. We consider the need of improvement in accommodation for the physical science department, a very pressing one.

The library was a room for books, rather than a collection of books when we made our first visits, but there were carefully chosen beginnings of a collection made before our last visit, and we understand



Wisconsin State Historical Library and Museum Building.

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large accession of books has been made recently. There can be no doubt, owing to the marked literary appreciation existing in the faculty, that the library will be so used as to return the greatest benefit. We would endorse the suggestion made by the visiting committee to the Oshkosh Normal School in 1894 that a course of professional work on the use of the district school and the high school library should be introduced, and that all students be required to prepare to make the excellent system of public libraries, so wisely provided for in our state, of the service it is expected to be.

The model school has a working number of pupils and an excellent corps of grade teachers, and the teachers of the normal school are furnished with a practical demonstration of good theories. The value of practice teaching as it is usually conducted may be questioned, and its effect upon the pupils of the model classes depreciated. We would recommend that sufficient number of teachers of the model schools be employed to do the entire work, that the model teacher need not depend on the practice teacher to accomplish the work, also that the observation of the best methods be made the leading part of the practice teacher's work.

Whether wisely or not, a preparatory department exists in the school, and numbers more than half of its enrollment. The fact that most of these pupils are teachers of some experience, the average experience of teaching in this department being between two and three months, indicates the need these students have of professional instruction. Though in the preparatory department these students are actually teachers in the district schools. We would suggest, both an establishing a minimum standard of admission to the normal school, and as an encouragement to complete the graded course of study for district schools, that no pupil be admitted to the preparatory work who has not finished the graded course for district schools, and that pupils be admitted without examination, on diploma showing completion of such work. We think this would relieve the normal preparatory department of many very ill-fitted pupils, and stimulate effort in all of the district schools.

It was borne in upon the minds of the committee that a faculty should have the largest liberty in arranging the curriculum, and in deciding on the time to be used by the class in doing a prescribed work. Conditions must determine what should be done, and a faculty should have the liberty to use their judgment in the matter. We found students who had had but very little mental discipline or instruction, without good habits of study, required to do the same work that would be given to a class fully prepared for the work. They were sometimes spending ten weeks on a subject which they needed forty weeks to complete intelligently. Instructors deprecate these requirements, and ought certainly to be free in determining the most important and critical question of instruction. Restrictions here, preventing the exercise of the teacher's best judgment, oblige cramming, lead to superficial attainments, and necessitate bad methods of instruction. A bad model is practically given to the student which nullifies all the correct theories of his critic teacher. Subjects are not developed properly; work is scrappy. Too many subjects are undertaken, with the result that some are not treated in a thorough, satisfactory manner. Certainly, in a normal school, we have the right to expect every lesson to be a model of good teaching. The teaching cannot be considered satisfactory that is beyond the pupil's comprehension, for which it is impossible to exact good preparation, when the next lesson must be an advance whether this one is mastered or not. The requirements of the prescribed course of study appear to cause these evils, and your committee advise that larger freedom

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be vested in the faculty to omit certain studies, and to extend the time for others as the needs of different classes require.

The work of the teachers as a whole commanded our hearty approbation. We found a cordial, unconstrained feeling in the class room, showing the pupils' confidence in the ability and helpful spirit of the instructor. In mathematics, science, language, history, music, drawing, we heard recitations marked by earnestness and enthusiasm. We feel you can rely with confidence both on the ability and the conscientious efforts of the faculty of this school. Perhaps our most important suggestion to you is that a larger teaching force is needed at once. But one instructor is now in the science department, and two are necessary. The number of pupils is not overwhelming, but they represent all the classes of the course. It would be possible to double the number of pupils without making such heavy demands on teachers as are made by their having additional small classes. The number of teachers is insufficient even to do satisfactory academic work, and the normal school teacher must add professional instruction to academic work. The need of addition to the teaching force, then, is most urgent.

We would especially mention the prevailing spirit of courtesy, respect and kindness in the relations of teachers with students and of students with each other. This genial atmosphere, together with earnestness in work, is a marked feature of the school.

We think this school has such ideals of its functions and opportunities that it will be of incalculable benefit to its immediate constituency and to the state at large.

Respectfully submitted,

ELLEN C. SABIN,
R. A. MOORE,
FRED J. SMITH.

To the State Superintendent of Public Instruction.

SIR: As chairman of the Board of Visitors of the Whitewater Normal School for the year 1894-5 I beg to say that the report which should have been submitted over a year ago was delayed for some months awaiting the report of Mr. McLoughlin upon the departments assigned him. Requests for such report, however, received no attention, and the pre-occupation of the chairman further postponed preparation of a report to the Board of Regents until it seemed too late to be of any value. Nevertheless upon receipt of your requests for the delayed report further efforts were made this summer to secure information from Mr. McLoughlin, but without avail. I beg therefore to submit my own opinions, together with some brief notes by Miss VanValkenbergh, the other member of the visiting committee.

Pursuant to appointment I called the board of visitors to meet at Whitewater. After consultation it was decided that each member of the board should give special attention to certain departments so that there might be general inspection of the whole institution. To Miss VanValkenbergh were assigned the Kindergarten and primary departments, the library, and the department of English language and literature in the Normal School. The chairman was to examine particularly the departments of natural sciences, mathematics, latin, and geography. To Mr. McLoughlin were assigned the remaining subjects in the Normal School and the grammar grades of the model school.

I visited the school three times in the course of the year, spending one or two days each time. I have nothing but praise for the general management and "tone" of the school. Such earnest purpose on the

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part of the students and instructors as is there to be seen demands the best equipment and the most liberal compensation that the state can give.

The commendable care which the grounds receive gives the visitor his first favorable impression, as he approaches the building. The intelligent planting, under the direction of President Salisbury, of hardy flowering shrubs and trees to which are affixed labels showing the scientific and common names, suggests that with a small additional expenditure annually, a botanic garden could readily be created here which would be of genuine educational value both for the nature studies of the primary departments and the laboratory work of the advanced students. In such a garden a large majority of the economically useful plants could be grown at little more than the cost of the labor of caring for the beds.

In the departments to which I gave special attention, the greatest need is better equipment. I find not one in which the equipment is at all adequate either for laboratory or illustrative purposes. It is not fair to the instructors to expect the best results with poor tools. While a good workman may use poor tools to good advantage, fine cabinet work cannot be done with a hatchet and saw alone, nor can the art of doing such work be taught without suitable tools for it.

I need not specify the material equipment needed in the departments of Geography, Latin, History, and the Natural Sciences. Such information when needed can be furnished by the instructors themselves, who appreciate its lack as keenly as any one.

The cramped quarters of the department of natural sciences has made it impossible to provide suitable biological laboratories. As soon as this can be done by the enlargement of the building, provision should be made for their proper furnishing with tables, dissecting and compound microscopes, aquaria, and glass ware.

More important than the material equipment is it that the teaching force be increased so as to permit proper supervision of laboratories and preparation on the part of the teacher. One of the most brilliant physicists in this country told me recently that each lecture to an elementary class, accompanied by demonstration experiments, costs him three to four hours of preparation. In any department time at least equal to the lecture or laboratory period is required for adequate preparation by the teacher, no matter how familiar he may be with the subject. Failure to make such preparation, either from want of time or want of inclination, defrauds the class and soon leads to formal and lifeless teaching.

At the time of my visits not only was the single teacher in the natural science department unprovided with suitable physical and biological laboratories, but he was required to teach manual training classes, although because of want of time, he was unable to be present in the chemical laboratory while students were working there. A laboratory without an instructor present to help and direct the work is sure to lead to bad habits of study, waste of time, and waste of costly materials and apparatus.

Additional force in this department is also required to permit proper time to be given to the laboratory work by students. A double period at least should be assigned to each laboratory exercise, long experience having shown that otherwise a great loss of efficiency results. The important place that natural science studies are now taking in the primary and grammar grades, not to mention the laboratory work now demanded in high schools, makes it necessary that this department be manned and equipped in the best possible manner.

(Since my visit I am informed that an additional instructor has been appointed, having charge in addition to some science work, of the Ger-

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man classes. But I can hardly consider the department as suitably manned when, upon the two instructors, whose entire time would not be really adequate to its right conduct, there is laid the additional burden of manual training and German.)

It seems to me that the instruction in human anatomy and physiology should be preceded or accompanied by a laboratory course in mammalian anatomy. And certainly so difficult a subject, and one of such importance, ought to be illustrated by an abundance of models and charts, which, however, can only be thoroughly appreciated after the study of the organs themselves in one of the lower animals. At present there is opportunity only for a study of the text-book with occasional demonstrations.

The instruction in latin seemed to me to be largely formal and without that insight into the literary qualities of the text which is necessary to awakening any real interest on the part of the student. It is only fair to say, however, that my opportunity of seeing the work in this department was not so full as I desired.

On the other hand I must say that the work in mathematics appeared to me most admirable, especially that in geometry, so that there was evident a genuine enthusiasm on the part of the students.

I transcribe the following from Miss VanValkenburgh's letter:

"As we agreed, I looked after the kindergarten, library and literature divisions especially. With regard to the first I have little to say * * * I asked the teacher if there were any things she lacked to make her work satisfactory, and she only mentioned a few supplies, such as a number chart, an aquarium, etc., which President Salisbury would probably willingly supply her.

"With regard to literature work Miss Cottrell is certainly very much crowded with the essay work. She has 80 pupils the first 20 weeks and they have about one essay a week, which seems to me to be too much in addition to all her class work. The recent appropriation for books will help her work very much, as they have not been able to supply all the pupils with supplementary reading.

The present library space is certainly very cramped. I do not see any more reasonable means of increasing their room than the plan President Salisbury suggested. It will not be very expensive and will give needed space in the science department. I should be glad if they could have a new library building, but possibly it would not be as much used as now, where the books are constantly under the students' eyes."

It is scarcely necessary to add that the shortcomings which have been pointed out above are quite as evident, or even more so, to President Salisbury and his colleagues than they are to an outsider. In my judgment the most liberal appropriations which can be made to the White-water Normal School will be wisely administered by those in direct charge, and so apportioned as to promote the educational efficiency of this important school.

CHARLES R. BARNES,
Chairman.

To the Hon. J. Q. Emery, State Superintendent of Public Instruction.

The committee appointed by you to visit the Milwaukee State Normal School, performed its duties at various times during the school year, 1895-6. The committee as a whole made one visit, two a second visit, and one, a third visit during commencement week.

The first thing that impressed your committee upon entering this institution, was the fact that there is a thorough and competent business head controlling affairs. We found evidence of this in every department. Teachers, pupils and janitors seemed to recognize the fact

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that the management of the Milwaukee Normal School is upon a solid business basis, and that work must be performed in time, and in order. While there is an immense amount of work required of teachers and pupils, no one seems to do more than the President. The policy of the school is well outlined, and is admirably carried out by the efficient corps of instructors.

Your committee is of the opinion that the work done in English and literature is of a very high order, and deserves special mention. Students are required to make a very careful study of the authors and to know their works from their own reading and investigation. Constant reference is made to the library found in the school, and the libraries of the city. The gymnasium though small, is fairly well equipped with baths and appliances for physical exercise. This work was in charge of a very skilful and methodical instructor, and appeared to be fully appreciated by all the students. Your committee was well pleased with its observations in the kindergarten department. Young ladies were receiving excellent training in the theoretical and practical parts of this important branch of education. In giving these departments special mention, your committee is not unmindful of the excellent work being accomplished in the other departments, but unfortunately our visits were so timed as to find the students engaged in examinations and review work. The thoroughly qualified instructors and the well equipped laboratories are indications that good results must follow in the scientific work.

In order that the school may be prepared to meet the present and future demands, there is urgent need of more room and more teaching force. Students are sadly deficient in the art of expression and we are positive that the employment of a thorough teacher of elocution is a move in the right direction and fully warranted by the lack of power of expression as shown by the senior class of 1896. A teacher must express himself in a clear and forcible manner. It is not sufficient for him to know a thing, but he must know how to tell it to others, and a normal school should certainly prepare a student to do this work. A part of the committee is of the opinion that the course of instruction should be so extended that teachers may receive academic and professional training sufficient to enable them to accept positions in any of the best high schools of Wisconsin. This result might be reached by the establishment of a post graduate course.

Your committee was deeply impressed with the loyal spirit and earnest purpose of all the students. We found little to criticize and much to commend. We feel that the future of this school can safely be trusted to the wise and careful management of the present incumbent, and if the institution receives the support and aid from the state which it warrants, its influence will become a very potent factor in shaping the educational development of Wisconsin.

L. A. WILLIAMS

R. H. HALSEY

D. O. MABONEY

Committee

Hon. J. Q. Emery, State Superintendent of Public Instruction.

DEAR SIR:—The committee appointed to act as a Board of Visitors to the Normal School at Oshkosh, for the year 1895-6, herewith transmits the following as some of their observations in the discharge of their duty.

Owing to the inability of the chairman of the committee to attend, the other members have met the resultant disadvantages under which they labored as well as they might without the cooperation and counsel of one who occupies so prominent a place in the schools of the state.

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The first member of the committee visited the school during the closing week of the year, the twenty-fifth anniversary of the school's usefulness, and his observations were largely of results, not only of the present time, but in the past, manifested in the presence of strong men and women who went forth from this school, some of them a score of years since, and now in teaching and other professions in life, stand as fitting examples of the worth and value of early training. From all portions of the state, and remote states as well, came teachers who have grown gray in their work, to pay just tribute to this school, to the honored president, and to the members of the faculty. It was an eventful week, one that will remain in memory with all participants, not only as a week of pleasant exercises, but as one in which were shown the fruits of seeds planted even a quarter of a century before.

In the exercises of this commencement week were shown the proficiencies of various departments, especially the training in elocution and music, and pervading the entire building an excellent spirit was manifested.

While in few schools, special or general, the attainments are all that may be desired by teachers or officers, your committee believes that the "aims" of the normal at Oshkosh, as quoted, are realized in more than a moderate degree:

"In giving the needful training in the higher courses, a correct method of dealing with mind is impressed by a careful unfolding of mental processes in the pupils' experience with each branch, so as to substitute habits of correct and definite thinking for thoughtless memorizing. Certain branches are dwelt upon until a clear understanding of the process by which they are built up is gained, while others, because of the limited time, are taught more briefly, and with special reference to the information which they contain."

The second member of the committee visited the school twice during the year. His observations are here given.

The attractive appearance of the campus, the well-kept lawn, the numerous and varied shade trees make impressive the scenery around the large and commodious building. This school has a very large attendance, and the rooms of this commodious building are well filled with students.

The abolition of the preparatory department, we believe, will lead to more advanced and important professional work.

We are fully convinced that the one-year common school course will prove of much value to the common schools, as many country teachers will take advantage of this training. The committee highly recommends this course to common school teachers of limited means who are desirous of advancing and teaching in a more systematic and professional manner. The one-year professional course will be found highly beneficial to teachers of village and graded schools.

The library is large and contains a great many important literary and professional works, and the reading tables are well supplied with reading matter. The committee did not find time to make a thorough examination, and therefore can not commend or criticize the library work.

The school is quite well supplied with apparatus and it seems that all apparatus is made good use of. Some of the different departments are in need of apparatus but we believe that the Board of Regents will give this matter sufficient care and therefore make no suggestions.

It is true that students that come to the normals with a thorough and adequate academic preparation and get the professional training for teaching according to their grade of academic work make strong, powerful teachers. It certainly is the work of normal schools to give professional training for teaching and yet the academic work, should be thorough and adequate before thorough professional training is given.

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The committee desires to make acknowledgment of the facilities given for their observation, of their courteous reception. Also to bear testimony to the kindly spirit which seemed to exist between teachers and students.

M. T. PARK,
CHAS. T. TAYLOR,
Committee.

Hon. J. Q. Emery, State Superintendent.

In fulfilling the duties placed upon us by our appointment as official visitors to the state normal school at Platteville for the year 1895-96, two members made three visits each and the other two.

During the visits made in the fall and winter the heating and ventilating apparatus was in full operation and the results were far from satisfactory to the pupils, the teachers and your committee. The heating lacked many degrees of uniformity in the various rooms and the attempts at equalization of temperature by means of opening windows were also unsatisfactory. The ventilation is not at all adequate to so large a building and in some rooms and halls the air was, to say the least, extremely bad. These results could be obviated, in the opinion of your committee, by the use of the fan or some other positive system of ventilating and some reliable heat regulator, both installed in the whole building.

The large classes seem to necessitate too much instruction by the teachers and too little recitation by the pupils. The teachers were all manifestly masters of the subjects they were teaching and very enthusiastic in the presentation of their knowledge, but it seemed to your committee that this combined with the large employment of the "seminary" method was not conducive to a thorough mastery of each day's lesson.

The work in the normal schools is to such an extent academic that the methods of a college or university are not, to our judgment, adapted to immature, untrained minds such as enter a normal.

And, besides, as these methods should not be used in any schools below the college and university, is it wise to use them in schools where the best methods of teaching should be exemplified?

Your committee finds that there is absolutely no connection between the departments of pedagogy and of observation and practice teaching. Do the "critic teachers," whose work is inspected and made the basis of discussion under the direction of the supervisor of practice teaching know just what methods have been suggested by the pedagogical department of the normal? In short, is the work of the whole school, all departments unified pedagogically? Is every teacher working in harmony with, and exemplifying daily the precepts of teaching as laid down by the head of the department of pedagogy?

And, too, it seems unjust to a normal school, when the teacher of pedagogics is absent on institute work, to place his classes in the unskilled hands of pupils, or to have them stopped altogether.

We cannot speak in too high terms of the enthusiasm that pervades the school and the good feeling that seems to exist between pupil and teacher. And these conditions do much to overcome the results that would arise from the situation noted above.

Respectfully submitted,
A. J. VOLLAND,
W. A. JONES,
C. J. SMITH.

August 31, 1896.

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*To the Honorable, the State Superintendent of Public Instruction,
Madison, Wis.*

DEAR SIR: Your committee appointed under provision of law to "examine thoroughly the condition, organization and management of the normal school" situated at River Falls, "and to report their views in regard to its success and usefulness and any other matters they may judge expedient," has the honor to report as follows:

The aim of the committee has been to view the school with fair regard to its material and social conditions, and the sources whence the institution draws its attendance. As the results of the school are primarily limited or gauged by the standard of admission, the completeness with which it discharges its function as a normal school is only fairly to be judged by some reference to the capability of its attendants upon admission.

The law relieves the committee of any disposition, should the inclination arise, to presume a standard of requirement for admission which might, in the case of the school at River Falls, reduce the membership below a number justifying the maintenance of the school; for while the object of each normal school is stated in the statute to be "the instruction and training of persons in the theory and art of teaching"—a purpose which fairly interpreted would reduce the attendance in several of the normal schools of the state, and perhaps dispense with the one in question, there is also added to the statute, "the training * * * in all the various branches that pertain to a good common school education." The purpose of the school therefore is so broadly defined that the committee is not inclined to discuss the qualifications of applicants as to their standard of scholarship and previous training.

The larger part of the membership consists of persons who have by individual effort, the stimulus and guidance of institutes, the opportunities of the village or rural school, sought the normal school to receive for the first time in their lives the benefits of systematic training for a specific purpose. The school receives and enrolls applicants whose best equipment is not scholarship or previous training, but good character, firm and earnest purpose and a serious and worthy desire to obtain a good education for a specific end, viz.: that of teaching school. Coming from an industrial community, largely from families of foreign origin, nurtured in industry and accustomed to quiet, busy and temperate homes, where frugality and the sterner virtues of self restraint and independent effort are cultivated, they appear at the normal school with latent or potential, rather than actual, capacity to begin and pursue the prescribed course of training.

It is no detraction to teachers to ascribe to the character of the pupils what seems the prime condition to successful work in this institution; and it is none the less true, though seemingly paradoxical, that the highest success of the school is attributable in great measure to conditions which seem to forbid its fulfilling the mission of a state normal school. In other words the faculty has choice and unspoiled material upon which to work. It may be crude, but it is of good quality, saved by good home and social conditions from being spoiled by the influence of unskillful educational tyros. In plainer terms, the students come from good homes, excellent stock and unexperienced in affairs which form the lighter side of life in larger cities, and possess a capacity for faithful and persevering effort as students.

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DISCIPLINE OF THE SCHOOL.

By discipline your committee refers to that standard of decorum, the bearing and habits of the pupils, that degree of quiet, promptness and punctuality necessary to the uninterrupted and profitable pursuit of study and recitations in and out of school hours and about the building. Expressed negatively, it is that freedom from diversion or hindrance to study, or those frictions about the class room which waste the force of the instructor upon matters foreign to the recitation. The discipline in this school is excellent. The visible and active signs of the undisciplined school were undiscoverable. Teachers enjoy complete immunity from the obtrusive or superabundant "smartness" indicative of bad rule. The visitor might look in vain, for the signs of sophisticated precocity too often abounding in city high schools.

The social tone and standard of living at the normal school is that of the best society. The intercourse of pupils and teachers is characterized by seriousness and kindness. The disciplinarian does not appear in the school and nothing about the bearing towards each other of pupils and teachers suggests other than the most cordial relations, and that respectful confidence which is the accompaniment of the best discipline though the "disciplinarian" is quite inconspicuous.

The condition of the school building as to cleanliness, ventilation, convenience of arrangement to meet the various requirements of class work, are matters which seem not to call for any remark from your committee. All appliances to secure the comfort, health and adaption of the institution to its end and object seem to have been thoughtfully applied by the experience and wisdom of those who have had such matters under direction.

INSTRUCTION AND TRAINING. CLASS WORK AS OBSERVED BY THE COMMITTEE.

The principal attention of your committee was given to observation of the conduct of class work and the methods of teachers, with a view of estimating the value of the instruction, with fair allowance for conditions set forth in the beginning of this report. Realizing that the teacher and his work is the true exponent of the usefulness of the school, no pains were spared to understand the teacher and to discover in his work its immediate and final influence on the pupil. In short your committee presumed to pass judgment on the methods of the teachers as well as upon their interpretation of the aim of the curriculum.

To demand of normal school instructors, the highest examples of pedagogic work is not too exacting. The conditions for the display of skill are favored by the disposition of the pupils, so that even allowing for deficient preparation of pupils before entrance, a high standard of instruction may reasonably be expected. The normal school teacher is, or should be "a master of his art." Mediocrity, or that aptitude which is not uncommon in the majority of public schools, in villages and in cities, should not be acceptable to the board of regents or the state. The best is none too good for the recompense allowed, and the *best* obtainable is not more than good enough to accomplish the purpose for which normal schools are maintained. Apologies for the remissness or the inefficiency of teachers, allowances for personal necessities, or even considerations for past services, which tolerate poor teaching should not be accepted. The teacher should be *par excellence* without charitable exception.

On this basis your committee must in candor and duty suggest that persons of greater maturity and skill be supplied to teach in the department of languages, native and foreign.

The recitations in German and Latin were conducted on a very ordinary plane. The vigor and rigor of the disciplinarian of memory, the founda-

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tion upon which the structure of a knowledge of a foreign tongue is laid were not only conspicuously wanting, but a looseness and indefiniteness in pronunciation, construction and translation were permitted, that illy fitted the standard of a normal school. It is true that the classes in languages are small in this school, only two or three pupils, sometimes one or two pupils, but the requirements of the teacher seemed only to be to cover the ground, with indifference as to the thorough mastery of the main part of the subject. The recitations were perfunctory, and characterized by a droning weariness, void of spirit or interest.

German words and syllables were pronounced with the English sound without appearing in the least to distress the ear of the teacher, and the laborious attempts at translation evinced nothing so emphatically as the fact that the pupil had not begun to learn the language for either mastery or profit. He might pick up a little here and there in the abundant entanglements of the language through which he floundered, but anything sure, systematic, connected or useful he certainly could not gain. It is questionable whether the results deserved even the name of smattering.

If an apology or explanation seemed applicable it might be found in the fact that the foreign language instruction in this school is an "off business"—only incidental and necessary to meet formally what is required or designed as an important feature for schools where large classes, and economical instruction might be given to pupils prepared to devote the time and labor required for its accomplishment. In the River Falls normal school, much of the expense and time spent in instruction in that department would never be seriously missed from the curriculum.

The committee found evidences, of weakness in the department entrusted with the main and most important part of the training in English composition and grammar. Visits made from time to time added certainty to the conclusion that desultoriness, lack of system, absence of point, plan and spirit were the established characteristics of the department. Lack of order, absence of point and emphasis were painfully apparent in recitations presumably designed to train in grammatical principles. In vain did the committee seek to account for this discrepancy on the ground that it might be the design of the instructor to make the lesson a review of what had been systematically mastered in detail. The groping of the pupils after the simplest principles of grammar, revealed too plainly the fact that the solid foundation of "a little grammar, systematically, thoughtfully and intelligently learned, was wanting." In the training in composition there was evidence of the same remissness; and the exercises in criticism, also lacked that lucid and certain reference to the few important, but elementary principles underlying logical expression with correct grammatical construction. On the whole, it is the duty of your committee to remark that a decided improvement is attainable in the department of English grammar and composition.

In that portion of the instruction where the pupil studies literature, and is expected to be familiarized with the criterions of good taste, and above all with the characteristics of the literary merits of leading authors,—the report of the committee is commendatory. There was a very clear understanding between the teacher and the class as to the purpose of the lesson. The discussions arising were profitable and admirably directed,—the pupils interested, enthusiastic and free. If any deficiency was manifest it was due to that lack of accurate and solid foundation of training in rhetorical and grammatical principles, which naturally should precede the higher work in literature.

The committee paid careful attention to the instruction in history and reading. The latter was observed in classes of beginners, or in the classes of the "elementary course." While recitation was directed with a very clear grasp of the possibilities and limitations of the subject,

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there was evidence of discouragement, attributable perhaps to deficiencies of previous training.

The inference of the committee in comparing what must be done for the pupils who present themselves for training in the school with what is accomplished ere they reach the advanced classes was favorable to the procedure, whatever its apparently discouraging aspect at this preliminary stage of their instruction. Between the average pupil in the lower classes and the average pupil attending the higher classes, there is a great gap to account for which it is fair to presume that the intermediate instruction of the school's course is fruitful and excellent. The thoughtfulness and capability of apprehension, analysis and expression of the higher classes in this institution give assurance that from the illy prepared material admitted for training, somewhere or somehow there is effected a great opening up and broadening of mind as the net result of teacher's work throughout the school.

The committee paid some attention to the instruction in mathematics and science. The work is strong, broad and thorough in both of these departments. In natural science the equipment of the school in apparatus might be improved, but the instruction makes all that is practicable out of the opportunities.

Those features of the instruction which are more directly professional, such as the training in practice teaching, practical pedagogics and the science of education, received careful attention from the committee. The department of the practice teacher is worthy of commendation. The ardor of the teacher, and her apparently impatient piecing out of the thought of the pupil in aid of his efforts to compass the special problem or question propounded, seemed at first on casual observation to invite criticism, but the committee is rather inclined to pass over any doubtful effect of manner in view of the fact that treatment of subjects was clear, well ordered and so thoroughly emphasized that the pupil could hardly fail to comprehend the application of principles in methods and practice.

The work in the history and science of pedagogy was observed with care. The class was appreciative, intelligently responsive and alert. The questions appeared mystical, indirect and unnecessarily supersubtle. It was not easy to forecast the purpose, or see the aim of the questioner, so that it did not directly appear whether the class was occupied in broad speculation upon the history of education, or engaged in the systematic pursuit of the science of education. Digression and speculation along lines of slender relation to the subject matter of the lesson were encouraged by the style of questioning, which was lacking in clearness through an affectation of depth and subtlety. How far the pupils had been able to compass systematically a considerable body of the principles of education, was therefore not apparent from their recitation. Judging, however, from their efforts under the circumstances, the committee is inclined to commend their readiness in discussion, and the intelligent manner in which they expressed themselves. They evinced capability and apprehension which indicated more accurate and extensive knowledge of the science of education, than the class exercise afforded opportunity to display.

The training in drawing is to be commended for completeness and system. The diligence and enthusiasm of the instructor have enlisted the interest of all pupils from primary department to the normal school senior class. In this branch very few pupils have preparation before they enter, hence the product of the teachers work is seen from the beginning.

A very fair degree of skill in free-hand work is required by the future teachers as shown by their work; and what is of more value, they learn to apply their attainment in practical pedagogy in exposition and illustration. The time devoted to this branch is profitably spent, the results

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distinctly valuable to all who leave the institution to teach in the common school.

With the exceptions in the foregoing report and so far as our observations enabled us to judge, the committee is of the opinion that the state normal school at River Falls is accomplishing its mission thoroughly and well.

Respectfully submitted,

WM. E. ANDERSON,
ANNIE E. SCHAFER,
A. J. HUTTON.

August 30, 1896.

MADISON, Wis., July 2, 1896.

Hon. J. Q. Emery, State Superintendent.

Your committee appointed to inspect the Stevens Point normal school most respectfully submits the following report for the year ending August 31, 1896:

BUILDING AND GROUNDS.

Your committee was pleased to note that the building at Stevens Point is in many respects a model of its kind. The general effect of the architecture is pleasing and the general arrangement is convenient. We believe that such buildings as this, furnished with desks which satisfy the latest hygienic conditions, blackboards of the proper material, size and color, a well equipped gymnasium, a system of baths, a most approved water closet system, a thoroughly reliable and economical heating plant, and appliances for mechanical ventilation which meet scientific requirements, go far toward establishing proper standards for school house construction throughout the state. The condition of the grounds and building indicates that the value of cleanliness and general neatness is properly appreciated by those in charge. Much time and labor are required to beautify new grounds, yet in two years much has been done to make the grounds around the building neat and attractive.

In this connection your committee takes the liberty to make an urgent appeal to the Board of Regents for more room both outside and inside the building. It is at once noticeable that the building, lawn, roadways and walks occupy the whole area of land owned by the state, leaving no space which may be utilized for outdoor recreation and athletic sports. We feel that the play-ground and the athletic field are necessary adjuncts to the gymnasium. Out door exercise is especially necessary for the maintenance of good health among normal students, so many of whom come to the school directly from the active pursuits of the farm and small village. Good health is an important factor of success in any calling, but in the success of the teacher whose duties make such unusual drafts on energy and nerve vitality, it is doubly important. Your committee would strongly recommend the purchase of the unoccupied tract of five acres which lies north and adjacent to the present grounds, and that an appropriation of a sufficient sum be made to put this tract in shape for athletic purposes.

One of the strongest commendations for the school is the fact that the attendance is already so large that the building accommodations are inadequate to the pressing needs of the school. There is great need of a large, well-equipped, properly lighted room for the art department. Such a room would add materially to the economy and efficiency of this work.

There seems also to be a lack of room for the regular recitation work. It

Reports of Boards of Visitors.

was noticed that in several instances one room served the needs of two or more departments. Instead of each department having a permanent room for recitation work, some of them were shifted from place to place to occupy rooms vacated by other departments. In branches where laboratory work is necessary this arrangement is very inconvenient and interferes seriously with the efficiency of the work.

Your committee also noticed that the accommodations for the practice work in connection with the model departments are very inadequate. When the one-year course for the preparation of teachers for the district schools is added next year, the number of students desiring to take practice work will be materially increased. Your committee fails to see how this work can be carried on with any degree of satisfaction or efficiency with the present accommodations--three small model school rooms with one recitation room each. It would seem that larger rooms for the model departments, with a number of recitation rooms for each, are absolutely necessary to efficient practice work.

It seems quite necessary also to provide a room for the handling and storing of the text-books of the school. As the library increases in size and is used more generally by the students, the space in the library room now occupied by the text-books will be needed for library purposes.

Your committee wishes to commend the authorities for providing bathing facilities for both sexes. However, the large attendance upon the school and the increasing appreciation of the virtues of the shower bath make the present equipment inadequate. Additional bathing facilities are needed for next year.

A more spacious office with a comfortable ante-room would allow the president to attend to his duties with more dispatch and with greater comfort to himself and to those with whom he has to deal.

Your committee most respectfully calls the attention of the Board of Regents to the above conditions, and considers it quite imperative that more room be provided at an early date, either by an addition to the present building or by the erection of a new building.

PHYSICAL CULTURE.

The gymnasium, equipped with baths and other modern appliances, is one of the finest in the state. The work in physical culture, under intelligent and enthusiastic direction, is of a high order and is intended to secure and conserve the health of the students and to promote intellectual growth. The class exercises are characterized by intelligence and enthusiasm, wisely directed to definite results. The strong feature of this work, however, is the adapting of exercises to the individual needs of the students. Through a series of tests and measurements the condition of each person is ascertained and a prescription of special exercises is given. By this method each person takes the special exercise which is needed to produce strength and symmetry of form. This method commends itself to your committee as very reasonable and thoroughly scientific, valuable not only for the physical welfare of the normal students but in the training of teachers who may be able to direct in a rational and intelligent manner the exercises and recreations of the pupils of the common schools of the state. That this work is appreciated by the students is attested by the heartiness and evident pleasure with which all enter upon the various exercises. The kindly spirit and high moral tone which characterize all the athletic sports of the school are certainly commendable and worthy of imitation by other schools.

Your committee wishes to especially commend the work in the line of anthropometry and respectfully suggests that sufficient money be appropriated to furnish all needed appliances for its continuance. We feel

Normal Schools.

confident that the benefits which will result to the students of the normal school and to the children of the state will afford positive justification for all expenditures in this line.

CULTURE VALUE OF DRAWING, MUSIC AND LITERATURE.

Your committee was pleased with the character of the instruction in drawing, music and literature. Not only are the "mechanics" of these branches well taught, but the influence which these branches may have in awakening those sentiments and emotions which ennoble and civilize seems to be well understood. It is said that the tendency of American life is strongly toward material things. It is also said that the poetic spirit and love for the beautiful hardly exist among us. The practical and prosaic concerns of life are so engrossing that the tendency is to neglect those influences which tend to call into play man's higher powers and enlarge the scope of living. If this tendency is to be corrected it must be done by incorporating into our schools those influences which have power to inspire and feed the higher forces of human nature. We believe that this ethical purpose will be served when the branches mentioned above are properly taught. We are pleased to notice that the higher phases of the work in these branches are emphasized and that the spirit of the work is such that it cannot fail to exert a positive influence for good upon the students of the school and through them upon the common schools of the state.

INSTRUCTION.

President Pray has been happy in selecting his assistants. He has gathered about himself a faculty, not merely of teachers, but of men and women broad in their views, strong in their sympathies, and rich in culture. As might be expected, the work of instruction is marked in the main, by an intelligent adaptation of means to definite ends and a clear appreciation of the higher aims of education. In one instance only was a lack of sympathy noticed between teacher and students. A manner on the part of the teacher, which savored of harshness and sarcasm and a tendency to drive rather than lead, would, perhaps, account for this. The instructors seem to understand that any method is a failure which does not make wise demands for individual effort on the part of the student. It is only when the "pupil's mind is naturally and fully exercised upon the object under consideration, when the whole soul—intellect, sensibility, and will—enters into the exercise, that any lesson is fraught with power for good." In the class work your committee was pleased to note the absence of that dull, lifeless routine which "killeth" and the presence of that spirit of interest which "maketh alive."

It seemed to your committee that the teaching in the model schools is excellent, and that the practice teachers are fortunate in having the methods of teaching and the principles of education so clearly and so intelligently exemplified.

PRACTICE WORK.

We believe that President Pray will agree with us when we say that while the model schools as now organized furnish opportunity for the study of pedagogy and the testing of principles, they do not furnish favorable opportunity for training in the instruction and management of large classes. With children selected from the mass by tuition requirements and carefully graded into small divisions, these well organized schools do not offer the same problems met with in the average school. We will

Reports of Boards of Visitors.

repeat the suggestion made by one of the members of the committee in a former report, that some arrangement be made with the local school boards in cities where the normal schools are located, by which certain departments of the public school might be used for practice and observation work. In this way the student teachers would get some valuable experience in a real school, gain insight into details of management and receive a more comprehensive knowledge of the organization of schools as they now exist. The public school branch of the practice department is no longer an experiment in Milwaukee, and its success would certainly warrant experiment along the same line in connection with the other normal schools of the state.

DISCIPLINE AND MANAGEMENT.

The experienced teacher no sooner crosses the threshold of the school than he observes an atmosphere and spirit of freedom that are gratifying in the extreme. A spirit of interest and earnestness pervades the whole school. The students seem impressed with the thought that the school is not something set over against themselves, but rather a part of themselves, the success of which is vital to their own interests. All teachers and students, seem imbued with a spirit of loyalty and all relations are those of sympathy and confidence. The students are brought face to face with the problems of conduct and management and made to feel responsibility for their proper solution. The conditions of the school are such as to encourage independence of thought and action on the part of the students and to cultivate the form and habits which will fit for the larger world of real life which they will soon enter.

In conclusion we will say that we were pleased with the earnestness of the students, the genuineness and persistency of the instruction, and the healthful and helpful moral tone which pervades the whole school. We wish to acknowledge our gratitude for the kindness and courtesy of both teachers and students which made the duties of the committee light and the visits pleasurable.

Respectfully submitted,
R. B. DUDGEON,
J. H. DERSE,
E. L. EVERTS.

LA CROSSE, Wis., Aug. 11, 1896.

Hon. J. Q. Emery, State Superintendent of Public Instruction.

DEAR SIR:—Your visiting committee to the State Normal School at Whitewater respectfully report as follows:

Two members of the committee visited the school twice and one, three times, each spending from one to four days at the school on each visit.

The committee were very favorably impressed by the commanding and healthful situation of the school and its pleasant surroundings. A great variety of beautiful shade and ornamental trees, flowering shrubs and green well-kept sward make the grounds a delight to the eye and a refining influence on the pupil, ministering to his aesthetic tastes.

Within the school the visitor is impressed with the freedom of the pupils from rules and apparent restraints. There is no attempt of military precision and order in the movement of the classes, and yet the large and numerous classes move out of the assembly room and return to it with dispatch and without disorder. The pupils are a "law unto themselves," guided by self respect and respect for the rights and feelings of others.

As the president of the school called the attention of the committee to

Normal Schools.

this feature of the school and asked the members of the committee concerning it, we desire here to give a more formal expression of our opinion. In the school, as in the social organism, there should be the greatest possible individual liberty, consistent with the rights of others.

Only thus can pupils become fit members of a self-governing people. Further, the highest possible individual liberty is a necessary condition of the highest mental activity and intellectual progress. This, however, is not true of young children, who are impelled by feeling, moved by impulse, who have not yet learned to exercise self-control and judgment.

The first and most important lessons to be learned in school, as in the family, are respect for authority and obedience to law. The young pupils should be trained in habits of obedience, industry and study.

Hence, less freedom in self direction can be allowed in the *primary* school.

Your committee have grave doubts of the wisdom of using one school both as a model and as a practice school. From the conditions it must be the one or the other. It cannot be both. Hence it becomes essentially a practice school. This is unfortunate, as systematic, careful observation of the work of a model school is of more value to young people preparing to teach than the "scrappy" disconnected practice teaching under the present conditions.

There should be one school for observation, a Model School, and another school for practice, which therefore cannot be a model school.

What is to prevent such an arrangement in the normal school? It would be better, however, wherever it can be done to use *one* or more departments of the city schools for practice work. In either case the practice teacher should have full control of both government and the teaching of the school, and be held responsible for the same.

If this cannot be done, then the time of the pupil teacher should be given to observation in the model school.

The above remarks are not to be taken as a criticism on the work of the teachers, but on the system which obtains in the Wisconsin normal schools.

The faculty of this school is an exceptionally strong faculty, with one exception, and the teaching is excellent.

The pupils are well behaved, industrious and respectful. The relations of the pupils to the faculty and of the members of the faculty to each other seem to be very harmonious and the whole tone and spirit of the school admirable.

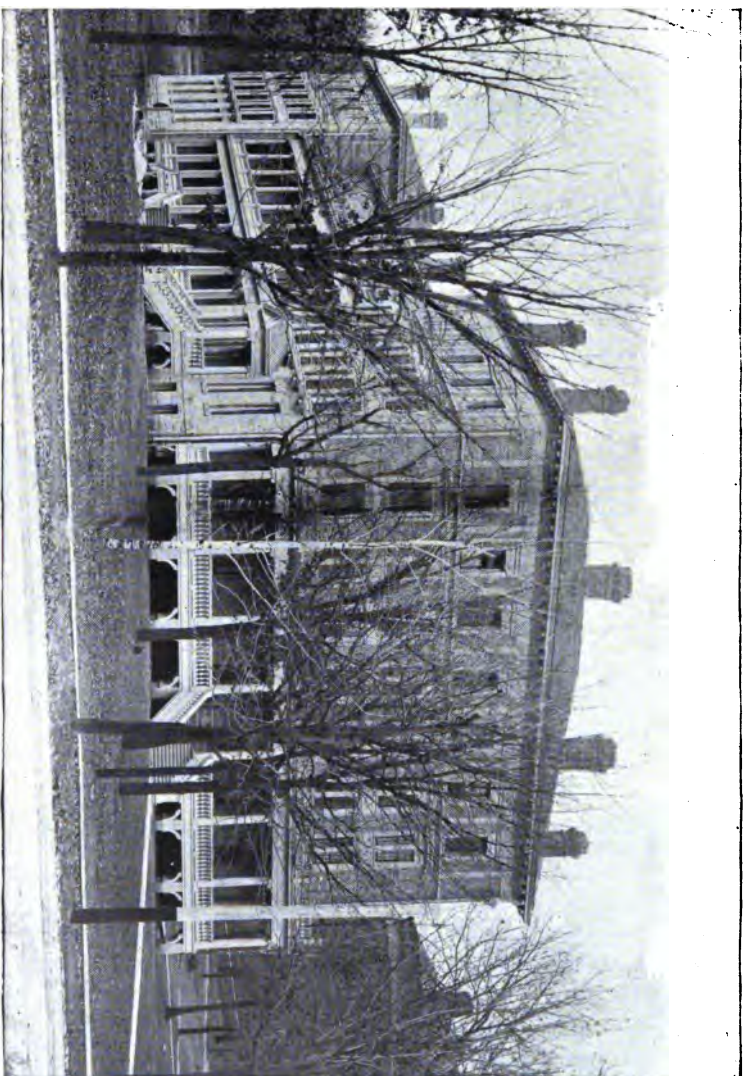
The efficiency and popularity of the school are shown by the increasing and overflowing attendance.

The building is inadequate. More school room is needed. There is especial need of a room for the library and reading room.

The teacher of methods is obliged to take her classes into a small dark den. We desire to express our thanks to the president and all the members of the faculty for the uniform courtesy and constant endeavor to aid the committee in their duties in inspecting the work of the school.

Respectfully,

ALBERT HARDY,
J. H. NATTRASS,
GEO. L. WILLIAMS.



New Ladies' Hall — University of Wisconsin.

Extracts from the President's Report.

UNIVERSITY OF WISCONSIN.

EXTRACTS FROM THE REPORT OF THE PRESIDENT
OF THE UNIVERSITY.

GENERAL GROWTH OF THE UNIVERSITY.

The growth of the University may perhaps best be indicated by the following tables

1. *Numerical growth of the University.*

The total attendance at the University in 1885-86, was.....	443
In 1886-87.....	539
In 1887-88.....	637
In 1888-89.....	722
In 1889-90.....	790
In 1890-91.....	966
In 1891-92.....	1,092
In 1892-93.....	1,287
In 1893-94.....	1,279
In 1894-95.....	1,520
In 1895-96.....	1,598

The attendance at the summer school (not included in the above), was in 1887, 45; in 1888, 55; in 1889, 104; in 1890, 132; in 1891, 145; in 1892, 190; (in 1893 no session of the school was held); in 1894, 151; in 1895, 114, and in 1896, 152.

2. *Growth by Colleges.*

The growth of the colleges and schools of the University is shown by the following table, which includes special and graduate students and fellows, distributed in their proper colleges and schools:

	87-88	88-89	89-90	90-91	91-92	92-93	93-94	94-95	95-96
College of Letters and Science*..	385	419	498	558	599	712	702	785	815
College of Mechanics and Engineering.....	75	89	111	137	152	179	201	225	207
College of Agriculture.....	25	46	32	97	152	175	173	213	190
College of Law.....	113	119	112	118	126	168	169	266	223
School of Pharmacy.....	38	49	35	56	63	65	42	41	50
School of Music.....									181
Less twice enumerated.....						9	8	10	71
Totals.....	637	722	790	966	1,092	1,287	1,279	1,520	1,598

* This includes the School of Economics, Political Science, and History. The courses in this School are so interwoven with the other courses of the College of Letters and Science that they cannot well be separated.

*University of Wisconsin.**Growth of the instructional force.*

	86-87	87-88	88-89	89-90	90-91	91-92	92-93	93-94	94-95	95-96
Professors.....	23	27	35	37	38	42	43	47	47	47
Associate Professors.....	0	0	0	0	0	0	0	1	2	2
Assistant Professors.....	1	2	2	5	6	5	6	11	14	23
Instructors.....	11	8	8	8	13	15	16	23	25	23
Assistants.....	1	0	2	1	1	2	2	2	3	8
Fellows*.....	0	0	5	9	9	9	9	10	9	10

*The Fellows, though primarily students, are classified here for the reason that according to the terms of their appointment, they are required to render a small amount of instruction. This requirement, however, applies only to the University fellows; consequently the above enumeration does not include the alumni fellows nor those provided for by private generosity.

An inspection of these tables will show a number of interesting facts. In the first place, during the two years covered by the reports the number of students has increased from 1,279 to 1,598, and has been greater than the increase during any other two years in the history of the University. It will also be observed that while a considerable enlargement of the teaching force has been made necessary by the increase in the number of students, this enlargement has been confined chiefly to the ranks of assistant professors and assistants. The number of professors (47) and the number of instructors (23) is precisely the same that it was two years ago; while the number of assistant professors has been increased from 11 to 23, and the number of assistants from 2 to 8. The number of fellows provided by the University has also remained the same.

THE COLLEGE OF LETTERS AND SCIENCE.

As will be seen from the tables above presented, the growth of this college during the past few years has been much more rapid than the growth of any other department of the University. In 1889-90, the number of students in the department was 498; in 1893-94, 702; and in 1895-96, 815. The staff of instruction in this college, not only teaches its own students, but also many of the other students, especially those in the College of Engineering. In illustration, it may be said that nearly all the instruction in pure mathematics, in physics, in chemistry, in English and in the modern languages, received by students of the College of Engineering, is given by teachers enrolled in the College of Letters. The same is true of the non-technical instruction given to students of the School of Pharmacy. This arrangement makes a large and somewhat unnatural draft upon the funds set apart for the College of Letters and Science. As no special appropriation for this college has ever been made, it is a constant source of anxiety to provide for the additional instruction regularly called for by the large influx of students, not only from the normal increase of the numbers in the college, but also from those coming from other departments of the University. This embarrassment shows itself in two ways: in the first place, the number of teachers has to be increased from year to year in order that the numbers in the classes taking more elementary work may not become unduly large; and in the second place, accommodations for the increasing number of classes have to be provided for. The number of students taking the mathematics, and the modern languages, including English, is so large that the utmost ingenuity has been called for to provide accommodations for the various sections into which it has been necessary to divide the several classes. During the past year it was found desirable to divide the Freshman class in mathematics into twelve divisions,

Extracts from the President's Report.

and similar divisions had to be made of the classes studying German, English, and some of the other branches. The Regents have found it necessary either very considerably to enlarge our corps of instruction or to permit the classes to be taught in groups larger than the requirements of good teaching would permit.

During the past year, thanks to the provision made by the last Legislature, it has been possible to enjoy the greatly increased facilities furnished by University Hall in its remodeled condition. While it was not possible to add to the number of rooms in the building, they were made so much more commodious that many inconveniences previously suffered were successfully removed; and the means of warming and ventilation were so greatly improved as to make it possible, without inconvenience, to carry on work in the various rooms throughout the day. The increased number of students, however, has made it not only necessary to occupy every room in the building, but also to take classes that would ordinarily be taught there into the Law Building, into Agricultural Hall, into Science Hall, and into any other nooks and corners that at any hour could be found unoccupied. In some instances it has been impossible to make such divisions of classes as should be done, because rooms for additional sections were not available anywhere in the University buildings. This fact shows conclusively that if the numbers of students shall increase in the near future, as judging from the past, they undoubtedly will, early provision must be made for the enlargement of University Hall. Such increase of accommodation can easily be provided for by an extension of the wings.

A further inconvenience is experienced by the fact that all lectures in this department which bring together more than sixty or eighty students, must be held either in the lecture room set apart for physics, in Science Hall, or in the large lecture room belonging to the College of Law. Neither of these rooms will accommodate more than two hundred students; the lectures held there often give great inconvenience to the departments properly entitled to the exclusive use of the rooms. In the physical lecture room, apparatus for the use of the department is often set up which has to be cleared away at no little inconvenience; and the work of professors and students in the department of physics is seriously interrupted by the further fact that the lecture room is situated between the physical laboratory on the one side, and the apparatus room on the other. The college is in great need of a lecture room that will accommodate from 300 to 400 students.

In the same connection, attention must be called to the fact that several of the departments of the College of Letters and Science are greatly incommoded by the pressure for room in Science Hall. When that noble building was erected, the number of students in the University was not one quarter as great as it is at the present time. It was, therefore, not inconvenient to permit the College of Engineering to occupy a very considerable portion of the building. With the growth of the College of Letters and Science, the consequence has been that the departments of Natural History have been greatly incommoded by lack of room. The department of Experimental Psychology is necessarily at present crowded into quarters where the complete usefulness of the department is impossible; and one of the most interesting and important divisions of the Museum of Natural History is confined to a limited space in one end of a small room, where it is impossible to make it of much use to the University. These conditions call aloud for additional space. The various scientific departments of the College of Letters and Science need the entire room afforded by Science Hall, and it is hoped that in the near future some provision may be made by which the large space now occupied as drawing rooms and lecture rooms for the College of Engineering, may be turned over to the exclusive use of the College of Letters and Science.

University of Wisconsin.

THE COLLEGE OF AGRICULTURE AND FARMERS' INSTITUTES.

During the past two years the number of students in the College of Agriculture has not greatly increased. This has doubtless been owing chiefly to the prevailing financial stringency and the consequent difficulty farmers have experienced in sending their sons to take an Agricultural Course. But, notwithstanding this fact, the work of the college has been much more efficient than ever before. It has endeavored in every possible way to extend the benefits of its activities to the firesides of farmers themselves. There are gratifying evidences that the reputation of the department is steadily, and even rapidly, increasing. * * *

There are abundant evidences that the work of the college is held in high esteem by agricultural authorities in neighboring states, and indeed in all parts of the union.

* * *

When the Short Course in Agriculture was instituted, it covered twelve weeks of instruction only. Several years ago a second term was added. This year for the first time the course has been lengthened to two terms of fourteen weeks each, beginning December 1st. This is following out the original plan of gradually lengthening and strengthening the course as opportunity offers. The Dairy Course likewise is to begin December 1st, but the term has not been lengthened.

Dairying still is the most popular branch of instruction and investigation, for the reason that there are greater calls for help and greater opportunities for remunerative employment in this than in any other field. The discoveries by Doctors Babcock and Russell, of an easy and cheap method of restoring consistency to pasteurized cream, is regarded as one of the most creditable pieces of scientific work accomplished by any experiment station, and has added much to the reputation of the discoverers. Professor Farrington's report on test bottles and the method of determining the acidity of cream, has likewise awakened much interest; and from all parts of the country, has called for numerous requests for bulletins describing the work. The cheese industry of this state is probably suffering a loss of scarcely less than one million dollars a year because of the improper manufacture of cheese and especially through the lack of knowledge as to how cheese should be cured. That this loss could be greatly diminished if not altogether obviated by the application of scientific methods admits of no doubt. There is no more inviting field for scientific study than the one thus open to the investigator; and it is the hope of the Dean and of the professors of this college that the investigations now being carried on in this department will be fruitful of important results.

* * *

The activity of this college during the past year in carrying information to the farmers of this State, and to other parts of the country, may be indicated by the following report of publications:

Extracts from President's Report.

Title.	No. of copies.	No. of pages.	Total pages.
Twelfth Annual Report	15,000	350	5,200,000
Bulletin No. 46, Power Tests of Separators	5,000	38	190,000
Bulletin No. 47, Wisconsin Fertilizer Law	12,000	6	72,000
Bulletin No. 48, The "Conn Culture" in Butter Making	5,000	22	110,000
Bulletin No. 49, Maintenance of Soil Fertility	12,000	32	384,000
Bulletin No. 50, Hot Water Treatment for Smut	12,000	13	156,000
Bulletin No. 51, The Marls of Wisconsin	12,000	16	192,000
Special Bulletin on Fertilizer Law	1,000	2	2,000
Specil Poster, Bulletin on Hog Cholera	3,000	1	3,000
Bulletin No. 52, A Comparison of the Babcock Test and the Gravimetric Method of Estimatin Fat and Skim Milk; and the Alkaline Tablet Test of Acidity in Milk or Cream	12,000	15	180,000
Bulletin No. 53, Analyses of Licensed Commercial Ferti- lizers	12,000	4	48,000
Bulletin No. 54, The Restoration of the Consistency of Pasteurized Cream	5,000	7	35,000
Farm Institute Bulletin No. 10	60,000	320	19,200,000
Hand Book for the Home Seeker	50,000	200	10,000,000
Grand total pages			36,024,000

During the season 1895-96 the number of Farmers' Institutes held was one hundred and six, each continuing two days. At eleven of these institutes cooking schools were carried on as adjuncts. Ten summer meetings were also held in the northern part of the state, where conditions do not admit of successful winter gatherings. The attendance at each Institute was counted by one of the workers and reported to the Superintendent. From the data thus obtained Mr. McKerrow estimates the aggregate attendance at our Institutes to be more than 50,000 persons. Heretofore we have published 40,000 copies of the Institute Bulletin; but as the last legislature directed that 8,000 copies of the Bulletin, bound in cloth, be turned over to the Superintendent of Public Instruction and by him placed in the district school libraries of the state, 60,000 copies of the last Bulletin have been published; 10,000 copies of which are bound in cloth. I am pleased to report that though we do not hear so much of the Institutes through the press as formerly, the attendance at the meetings and the interest shown indicate that this form of education has lost none of its importance or interest with our farming people. The cooking schools draw large crowds and all comments upon them seem such as to justify their continuance by the Regents.

* * *

The Legislature of 1894-95 provided \$20,000 for the completion of the joint Horticultural-Agricultural Physics building and its equipment. The new building is now nearing completion and when done we shall have facilities for instruction in agricultural physics and mechanics equalled by no other institution in this country.

WOMEN IN THE UNIVERSITY.

The proportion of women in the University as compared with the proportion of men is not very different from what it was ten years ago. While this is true of the institution as a whole, it is far from being true in that branch of the University which offers peculiar attractions to young women. Practically there are no women in the College of Agriculture, in the College of Engineering, or in the College of Law; but in the College of Letters and Science the number has rapidly increased. The following table will show that the increase in this department of the number of women has been more rapid than is the increase of the number of men.

University of Wisconsin.

Year.	86-87	87-88	88-89	89-90	90-91	91-92	92-93	93-94	94-95	95-96
Women in College of Letters and Science.....	116	125	145	165	218	229	277	264	316	327
Men in College of Letters and Science.....	221	275	274	333	340	370	444	437	469	491

From these figures it will be seen that in the College of Letters and Science the increase of women in ten years has been 182 per cent., while the increase of men has been 122 per cent. This more rapid increase of the women is a fact that requires recognition in the management and administration of the University. The tendency simply discloses an increasing disposition on the part of the young women who have completed a high school course to continue their studies, either for the purpose of a broader education, or in order to fit themselves the more properly for the vocation of teachers. While many of the men are drawn into professional studies or business pursuits without completing an undergraduate course, many of the women are led to take such steps as will broaden their intellectual horizon, and enable them to earn an honorable livelihood.

It cannot be said that the problem of co-education presents many difficulties. The old query as to whether the health of young women would bear the strain of a University course has been swept away by the energetic hand of experience; so also has the doubt as to whether scholarship would not suffer from the presence of women in the classes. It is settled, not only here but elsewhere, that the general health of young women is better at the time of graduation than at the time of entrance, and that the average scholarship of young women is higher than that of young men.

There is, however, one phase of the subject of coeducation which is not so easily disposed of. The social tendencies and inclinations of young men and women are as prevalent in a University as elsewhere. While experience has shown that the relations resulting from these tendencies are in general normal, wholesome and even beneficial, still it would be useless to conceal the fact that there is sometimes a tendency to excessive recreation, and that for this reason it is desirable that the University should at times exercise moderating and restraining influences. This task is not difficult in Ladies' Hall, but of the 327 young women in the University last year, more than three-fourths occupied rooms in the city wherever they could best find accommodations. Some of them were in club houses and some were in private homes. Over these the University finds it difficult to exercise any supervision. It is a pleasure to add that in general none is needed. At the same time it is hardly to be denied that benefits would be derived from such wise superintendence as might be given by a large-minded, sympathetic, and scholarly woman of discretion, whose duties, without interfering with those of the Mistress of Ladies' Hall, should be so comprehensive as to embrace the general oversight of all the young women in the University.

The Legislature of 1889 required the Regents to appoint a "Preceptress" of Ladies' Hall, but made no provision for the payment of the salary involved in this requirement. The Regents have complied with the legislative provision, and have paid the salary out of the general fund at some inconvenience. * * * The position here suggested would be one of dignity and responsibility. The selection of a proper person would be a difficult one, for no one should be appointed to it whose education, tact, discretion, and wisdom would not recommend themselves to universal favor. The Regents, for financial reasons, are not now in position to make such an appointment. * * * The position of the incumbent should, in my opinion, be that of "Dean of the Woman's Department." The person appointed should be so qualified to teach that her work would not compare unfavorably with that of the other officers of the University.

Extracts from President's Report.

THE COLLEGE OF ENGINEERING.

Attention may perhaps be called to the fact that in the material development of a state like Wisconsin, the services rendered by an efficient School of Engineering are of incalculable importance. The processes of railway building and maintenance; the construction and improvement of highways; the application of electricity to the various forms of lighting and power; and the sanitary improvement of our cities and villages by means of adequate water supply and drainage, call aloud for the best scientific training of our engineers. Besides these most obvious fields of useful activity, there are many important problems that appeal to scientific engineering for solution. It is scarcely too much to say that all very great advances in the material development of the country have been made along the scientific lines which it is the business of the University to teach. It is doubtful whether any other profession than that of Engineering, offers so large a field for thoroughly educated professional intelligence. The report of one of the colleges of engineering in the East recently published, shows that out of 386 men who have graduated, 16 are presidents of industrial corporations and railways, 103 are chief engineers, superintendents and managers, and 37 are professors and instructors in colleges and universities. These figures show that of all who have graduated more than one-half are now found among the highest ranks of professional life. A similar result seems within the reach of this school, if it is adequately supported. The high standards required at this University for admission to the College of Engineering and the excellence of the instruction given, are a sufficient guaranty that the highest results may be attained, if the means of equipment and illustration can be adequately secured. The provision made by the last Legislature for increasing the income of the college by \$12,000 for the past two years has enabled the Regents very considerably to supplement the equipment already possessed, but a still larger income is required for the most complete development of the school.

SCHOOL OF ECONOMICS, POLITICAL SCIENCE, AND HISTORY.

This school, established in 1892, aimed not only to bind together into a more organic whole the branches of study appropriate to the new organization in so far as they were already taught in the University, but also to furnish additional means for study and research, and thus to provide a liberal and comprehensive equipment for those wishing to enter upon public life, law, the ministry, or business pursuits, and especially for those desiring to become teachers of the branches of knowledge falling within the scope of the school. * * * At the outset it was declared that the school would especially aim to foster those studies which would tend to raise the standard of good citizenship, and this purpose has always been kept in mind. The school aims to do a work for civic life which may be compared with the work of West Point for military life. Without much impropriety it might have been called a School of Citizenship.

The school as at present organized may be said to embrace five departments, viz.: Economics, with a staff of four professors and instructors, offering fifteen courses; Sociology, with a staff of four, offering eleven courses in addition to "Field Work;" Statistics, with a staff of one, offering two courses; Political Science, with a staff of three, offering sixteen courses; and History, with a staff of five, offering sixteen courses. The aggregate number of courses is therefore sixty, and the number of the members of the academic staff belonging to the school, as reported in the last catalogue, is eighteen. This does not include a considerable number of special lecturers who give each year one or two lectures each. * * * The students of the school may best be grouped under three heads, viz.: (1) Economics, Statistics and Sociology; (2) Political Science; (3)

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History. In the classes of the first group during the first semester of 1895-96 the number of students was 233; in the second semester, 297. In the second group there were during the same periods 157 and 137; and in the third group, 578 and 580. Thus the number enrolled in all the classes amounted in the first semester to 928, and in the second to 1,014. Even after all necessary deductions are made for the fact that individual students are often enrolled in two or more classes, it will be seen that the number who choose studies here offered is very large.

The growing reputation of the school is well known to all familiar with educational affairs in the United States and is evidenced on the one hand by repeated calls for the services of members of the staff, and on the other by the demand for the services of students who have taken complete courses in the school. The highest honor conferred upon the student is a fellowship, and it is interesting and gratifying to notice the record of the fellows of the school even at this early day.

THE RELATIONS OF THE UNIVERSITY WITH NORMAL SCHOOLS.

During the past six years graduates of the Normal Schools have been admitted to the University with the rank of Juniors; but inasmuch as the instruction of normal students has been largely pedagogical, it has been found that in many instances embarrassments at the University arise in arranging advanced courses which they may carry on with profit. In order to readjust the relations of the Normal Schools and the University the presidents of Normal Schools, were during the winter of 1895-96, invited to a conference with the President of the University and representative members of the Faculty of Letters and Science. The result of this conference was a cordial and unanimous agreement on the part of the authorities of the Normal Schools and the University upon a modification of the course which had hitherto been pursued. It was thus agreed that after the year 1896-97 the courses at present conducted for normal graduates will no longer be given, but in their place will begin a new course designed especially for normal graduates and leading to the degree of Bachelor of Philosophy in Pedagogy. This course will include advanced instruction in pedagogy and those studies in language and science, both required and elective, which will best fit the graduates of our Normal Schools for the successful conduct of their chosen profession. Full announcement of the details of this course will be made during the coming year. To this course graduates of the Normal Schools will be admitted with the rank of Junior on the presentation of their diplomas. Graduates of the Normal Schools who desire admission to the other courses of the University will be admitted to such courses after the year 1896-97 with the provisional rank of Juniors; but they will be required to take two years of work of rank equivalent to that of Juniors and Seniors in the University, and will be required to make good any deficiencies that may be found in the basal work of the Freshman and Sophomore years. Full credit will be given for all work done in the Normal Schools which lies parallel with the University courses. It is believed that the harmonious relations thus established between the Normal Schools and the University will contribute to the educational efficiency of our school system as a whole. To carry out this program it will be necessary for the Regents to provide for additional instruction in the higher grades of the Art and Science of Teaching. The present Professor of Philosophy and Pedagogy cannot, unassisted, satisfy all the requirements of these two important positions.

RELATIONS OF THE UNIVERSITY TO THE ACCREDITED SCHOOLS.

During the past year an effort has been made to strengthen the tie that binds together the University and the preparatory schools. We fully realize that the University is a part of the school system of the state, and

Extracts from President's Report.

that whenever there is evidence that a preparatory school is doing the work required by law and a proper standard at the University, its pupils should be admitted to the University without any other examinations than those passed in the preparatory schools. In order to insure as much uniformity as possible, it is required by the University that an inspection of every school should take place at least once in three years, and when important changes in the staff of instruction of the school occur, such inspection is required as may seem to be necessary.

The methods of inspection, so far as we can learn, are advantageous and satisfactory to the schools, as well as to the University. In two or three instances, where the University Committee felt compelled to point out defects which must be remedied before the school could be admitted to the accredited list, or be continued on it, dissatisfaction has been expressed; but in general the examining officers have been welcomed not only by school boards, but also by the staff of instruction of the school, and the suggestions made by the examiners have almost invariably been received in most excellent spirit.

During the past year the number of schools inspected has been much greater than ever before. Ninety-one schools were visited; the largest number ever before visited in any one year having been sixty-six. The total number accredited at the end of last year was 138. Of these 17 are academies and private schools; 105 are Wisconsin free high schools; seven are other Wisconsin high schools and nine are high schools in other states. Of all the Wisconsin free high schools having a four years' course — 129 in number — only 24 are at present not accredited. Of the schools examined during the past year, only two were dropped upon inspection; but these two, after complying with the requirements of the University, have since been restored, and the two schools dropped the previous year, have also complied with the suggestions of the examining committee and have since been readmitted to the accredited list.

JOINT DEBATES AND INTERCOLLEGIATE DEBATES.

Ever since the earliest days of the University the activities of the literary societies have formed one of the most interesting and important features of this institution. It is believed that in no University in the country have the arts of debating been more assiduously and more successfully cultivated. For many years the voluntary efforts of students in these directions have culminated in what is known as the Joint Debate between two of the literary societies. These debates have fitly been called "The Annual Intellectual Tournament of the University." The enterprise and intelligence of the students in collecting information from all parts of the world, and the success with which they have presented this information, have been exceedingly gratifying to all friends of the University.

Within the past few years intercollegiate debates have also been held between students of this University and students of other institutions. During the year 1895-96, three such intercollegiate debates were held; and it is gratifying to note the fact that in all of these debates the students of the University of Wisconsin were victorious. It should be added that after each of the joint debates the materials collected by students are turned over to the University library. A verbatim report of the debates has been published, and these reports have attracted wide attention and commendation. Many copies have been called for by professors and advanced students, on political and economic questions, in various parts of the country. No one of the activities of the University is more deserving the encouragement of all the University authorities.

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REPORT OF THE BOARD OF VISITORS FOR 1894-95.

To the Board of Regents, University of Wisconsin:

The Board of Visitors for the year 1894-1895 beg leave to submit their report:

We highly commend the general administration of the University by the Board of Regents, President and Faculty.

We believe that with the resources at command most excellent results have been obtained.

We express great gratification at the continued and rapid growth of the University, not only in number of students, but also in the love and confidence of the people of Wisconsin, who will through the constituted authority give such aid as future necessities may require. The University will never lack for material support so long as it continues to discharge its duties to the state.

It is firmly grounded in the hearts of the people and is the pride and glory of all.

We respectfully suggest that the academic titles of law students and all others connected with the University in any way, temporarily or permanently, with their colleges, be printed in the catalogue.

Another question was submitted at the same meeting for the consideration of this Board, to-wit: "Ought not every student, before being admitted to any college of the University, to furnish unquestionable evidence of ability to spell, read and write English with correctness, fluency and legibility?"

To this question, the following observations are also submitted in writing:

"That students are admitted to all the colleges of our State University who spell incorrectly, read with difficulty, and write ungrammatically and illegibly, would seem at least doubtful were not the evidence unmistakable. Those thus admitted are simply unable to pursue collegiate courses with profit or satisfaction. This is not meant to refer to those of foreign birth, who speak broken English. While they derive comparatively little benefit themselves, they are a dead weight upon their classes and a detriment to the University. If they succeed in obtaining diplomas, they bring discredit upon the institution. Unless the examination in English is searching and complete, the University fails in its duty towards the preparatory schools. Certificates from the accredited schools are not sufficient evidence of preparation for the reason that no branch of study is more neglected or more poorly taught than the English language. If the University does its duty in this regard, the accredited schools will soon do theirs, and thus the study of English would receive an impetus that would be felt through the whole school system.

That much can be done to remedy the want of suitable preparation is true, but the fact is that very little is done, and one needs but little observation and experience to learn that our professional men at the bar and on the pulpit are unable to read in any proper sense of the word, and that they often write and spell as wretchedly as they read.

It is suggested that the University give due notice to the preparatory schools, that a rigid, impartial and thorough examination in spelling, reading and writing the English language, must be passed before admission and it was further suggested that the standard for admission be so high that no question will be raised in regard to the importance attached to this branch of the preparatory course."

Report of Committee on Library, Etc.

The following resolution was unanimously adopted :

Resolved, That in view of the present opinion upon this question in this State, that the increase of student fees, proposed in the last issue of the catalogue, be deemed inexpedient.

Each committee was required to meet whenever the members could conveniently do so, and at all times pursue their investigation individually or as a whole at such times and in such manner as they deem proper.

These committees are requested to forward reports to the chairman of the board, not later than the 10th day of June, 1895. These committees submitted the following reports, which were considered and adopted and made a part of our general report.

LUCIUS FAIRCHILD, *President*;
CLARA B. FLETT, *Secretary*;
R. H. HALSEY,
B. B. NORTHPROP,
J. H. PRATT,
B. A. CLARK,
MARY WAMSLEY.

REPORT OF THE COMMITTEE ON LIBRARY, LIBRARY HALL, AND THE RELATION OF THE STATE HISTORICAL LIBRARY TO THE UNIVERSITY.

The Board of Regents of the State University:

GENTLEMEN: The Board of Visitors of the University for the collegiate year 1894-95, at a late meeting, appointed the undersigned a Committee on Library, Library Hall, and the Relations of the State Historical Library to the University, and requested them to prepare a report, and when prepared to present it to the Board of Regents, for consideration at their January meeting.

In accordance with this request, we beg to submit the following:

I. THE LIBRARY OF THE STATE UNIVERSITY.

This library at the present time contains 33,500 volumes, and about 10,000 pamphlets. It has not grown rapidly. Its average increase during the past forty years has little exceeded 800 volumes annually, although during the last few years this rate has been increased. That it is small compared with the libraries of older universities, such as Harvard, Columbia and Yale, is not surprising, but that it should suffer in comparison with the libraries of Michigan, Cornell, and Chicago Universities is flattering to neither the pride nor liberality of our state. The Committee do not feel that it is necessary to dwell upon the importance of a library as a part of the essential equipment of an institution devoted to higher education, nor to emphasise the fact that "The true University of these days is a collection of books."

But they desire to call attention to certain facts, which in their judgment, ought to lead to prompt and energetic action.

1. The present library building is unsafe. It is in no sense fire-proof, and no library nor any other property of great value ought to be exposed to the danger that now threatens it where it is. It is easy to show any intelligent person that the building is not safe from fire, and that the State is taking a risk which nothing except sheer necessity can justify.

2. The space available for books is now so limited that accretions make

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rearrangments necessary and thus greatly increase the labor of the library staff, and before another building can be completed, there will be no space to spare, should the library grow no faster in the future than during the past. But the time has come when the library must be greatly increased, or else become insignificant in comparison with those of institutions with which our University is now classed.

3. The reading room of the present library is not half as large as has been needed during the last ten years. During the twelve hours that it is daily open, it is crowded to a degree that often precludes the profitable use of the books, and this too while the reading room of the Historical Library is filled with students. There are also department reading rooms in other buildings, which are occupied at the same time but afford only a partial relief to those in the library reading room. Discomfort, annoyance, and fatigue, result from a room so contracted that there are not chairs and desk room for half those who wish to investigate subjects in the line of their studies. A larger reading room is indispensable, and it seems to the Committee that no effort ought to be spared that is necessary to procure it.

4. The room is neither well lighted nor ventilated. In fact there is no ventilation deserving the name. Both the eyesight and the health of the student are endangered by the want of proper light and the vitiated air. The Committee do not dwell upon this subject because comment might imply that the Regents are ignorant of its importance.

5. There are no suitable rooms for cataloguing and for the general work of administration. The usefulness of a library depends upon the efficiency of the administration, and this depends upon the adequate and suitable accommodations for the librarian and his assistants. This fact is so plain that it requires no elucidation.

The Committee are of the opinion that the need of a Library building is simply imperative, for the University has entirely outgrown the present one, and immediate provision for the future would be economical, judicious and wise. While they wish to speak briefly, they wish to speak emphatically.

II. THE LIBRARY OF THE STATE HISTORICAL SOCIETY.

The Committee were also instructed to consider the relations of the Library of the State Historical Society to the University Library, and to report facts that might be of some importance in view of a union of the two. They were not instructed to examine legal status of the Historical Society, but to assume that to a certain extent, union is practicable if desirable. The committee, therefore, beg to present to the Board, facts which seem to bear upon this important matter.

1. The Historical Library contains about 80,000 volumes and 90,000 pamphlets. There are 615 bound volumes of manuscripts, and 8,000 newspaper files. There are 1,400 volumes classified as Shakesperian. In literature relating to America, it stands third in the United States, and in newspaper volumes it stands second only to the library of Congress. In Economics it is one of the strongest in the country, and in Genealogy it stands first.

Forty years ago it occupied a small case in the office of the Secretary of State, and it was moved from place to place in and out of the Capitol until it found its present quarters, which it has outgrown.

2. This library is the place where a large part of the literary work of the professors and students of the University is done. In the Secretary's report for 1892, it was stated that 92 per cent. of those working in the library were members of the University. Citizens of our own and other States visit it in large numbers, but small in comparison with the number of students.

3. At present the rooms are so crowded with books that visitors cannot be properly accommodated with desk space in either the alcoves or elsewhere.

Report of Committee on Library, Etc.

This very much circumscribes the usefulness of the library, and no change for the better is possible that does not involve quarters much more commodious than can be provided in the State Capitol.

4. The rooms are not only overcrowded with books, but the floors are overloaded by their weight. It is the opinion of experts that the structure is overtaxed by the enormous load it carries. Besides after proper examination it has been pronounced "a mere fire-trap."

No citizen of the State can contemplate the danger to which this property of the State of measureless value is exposed without a feeling of solicitude that is painful.

5. When the value of the library is considered it seems impossible that those who are directly responsible for its protection should delay to make provision for its safety. It is not its money value, although it would bring \$1,000,000 at public sale in New York City, but it is that other value that money cannot measure that must be considered. Its manuscripts are numbered by tens of thousands and their value is priceless to historians and men of letters. Some of the books cannot be duplicated even in the libraries of Harvard and of the State of New York. When one feels the inestimable value of the collection to the nation and to the people of the State, and then feels that it is in jeopardy, the thought is appalling.

6. The Museum of the Historical Society which is of great value, is not less exposed to destruction than the library and ordinary prudence demands that it should be better protected. The library of the Academy of Science, Arts and Letters is now poorly provided for in the Capitol and is of little use to the public. This could be utilized if brought into closer relations to the Historical Society. The contents of the Military Museum now in the Capitol should find a place in connection with the Historical collection for reasons that the Committee deem it unnecessary to mention.

In view of the foregoing facts the committee feel no hesitation, as representing the Board of Visitors, in recommending to the Board of Regents that immediate steps be taken to bring before the legislature the urgent need of a building that shall meet the wants of the University, Historical Society, and the Academy of Science, Arts and Letters.

They beg to add that they cannot anticipate unfavorable action on the part of the Legislature when the subject is presented by the Board of Regents. For this there has occurred no precedent for many years. On the contrary, the Committee confidently believe that the Legislature will quickly and cordially provide for the erection of a Library Building that shall be worthy of the University, and of the great State of Wisconsin.

All of which is respectfully submitted.

B. B. NORTROP,
HORACE RUBLEE,
JULIUS HOWARD PRATT, JR.,
R. H. HALSEY.

Sub-committee.

Postscript.—The attention of the Regents is respectfully called to some statistics regarding libraries and library buildings of other American colleges, which have been prepared by Librarian Smith, at the request of the Committee, and are attached hereto.

University of Wisconsin.

"APPENDIX A."

RELATING TO LIBRARIES OF AMERICAN UNIVERSITIES.

University of Michigan.—86,000 bound volumes, fire-proof building erected some ten or twelve years ago.

University of Minnesota.—30,000 bound volumes. New fire-proof building is being erected. The Minnesota legislature will be asked this year to appropriate \$90,000 with which to buy books.

University of Illinois.—About 25,000 bound volumes. The question of modern fire proof library building is being agitated and the Illinois legislature will be asked to make appropriation for same this year.

University of Kansas.—20,000 bound volumes. A new fire-proof building was dedicated a few months ago.

University of Iowa.—About 30,000 bound volumes.

Northwestern University.—30,000 bound volumes. A new fire-proof library building costing about \$100,000, was dedicated a few months ago.

Indiana University.—About 24,000 bound volumes. Fire-proof building erected some six or eight years ago.

University of Chicago.—Library estimated at 290,000 bound volumes and pamphlets. Occupies a temporary building. The permanent building is to be a large and finely appropriated structure.

University of California.—56,000 bound volumes.

Cornell University.—135,000 bound volumes. Occupies a fire-proof building completed in 1891 at a cost of over \$350,000.

Brown University.—80,000 bound volumes. Occupies a fire-proof building erected about fifteen years ago.

University of Pennsylvania.—115,000 bound volumes. Occupies a fire-proof building completed in 1892 or 1893.

Yale University.—Over 200,000 volumes in a new fire-proof building, erected about five years ago.

Harvard University.—432,000 volumes. The large building is crowded, and Harvard counts an addition or a new building one of its chief needs.

Columbia University.—170,000 bound volumes. A fire-proof building is occupied. For a new library building on its new site Columbia wishes between \$800,000 and \$1,000,000.

NOTE.—In giving statistics no note is taken of large and valuable pamphlet collections. Some libraries include them in their totals, others do not. Hence a comparison is difficult. (The Wisconsin Historical Society in giving statistics includes its pamphlets, which number about one-half of the total.) It will be noticed that the western Universities given, either have fire-proof buildings of modern construction or are agitating the question before their respective legislatures.

REPORT OF THE COMMITTEE ON MILITARY DEPARTMENT AND PHYSICAL CULTURE.

We highly commend the administration of these departments. That the Military drill alone as it is usually given in schools and colleges fails to secure that command over the muscles that shows itself in standing, walking, or sitting is obvious to any one who notices the position and movements of those who are or have been members of the battalion.

There is not and cannot be sufficient continuous drill to bring the best results in that direction, but that the drill is of great benefit to the students there can be no doubt. The habit of obedience which is most valuable in the formation of character grows under it, and the knowledge of the tactics and the drill thus spread abroad may be at any time most important to the welfare of our country, and secure the object the general government has in view in making provision for military training in this and other colleges.

In the line of physical culture the drill exercise is supplemented, or rather led by gymnasium work.

Our committee is pleased to note that the principal object of the Director seems to be to improve, strengthen, and as fully as possible develop the bodies of his pupils, and not to develop expert athletes for exhibition

Report of Committee on School of Economics, Etc.

in contests. Such experts naturally come to the front in sufficient numbers and high quality to give the public contests, class or intercollegiate, an interest and importance pleasing to all who love athletic sports.

Contests, both class and intercollegiate, in rowing, tennis, bowling, running, base-ball, foot-ball, etc., are to be commended. The game of foot-ball, however, as it is now too often played, meets with quite general condemnation.

Common sense and human feelings will condemn it until from it is eliminated all unnecessary danger to life and limb. Properly played it will meet with the same commendation from teachers and parents that is awarded to other athletic games.

C. E. DYER,
HORACE RUBLEE,
LUCIUS FAIRCHILD.

REPORT OF THE COMMITTEE UPON THE SCHOOL OF
ECONOMICS, POLITICAL SCIENCE, AND HISTORY,
AND UNIVERSITY EXTENSION.

To the Regents of the University of Wisconsin:

The work of the School of Economics, Political Science and History, in so far as the members of your committee have been able to observe it, meets with the utmost cordial approval. We feel that the four years that have passed since the establishment of this department of the University have fully demonstrated the wisdom of the Board of Regents in taking such a step. We realize that in no field of learning is there, at the present time, a greater public demand for earnest investigation and wise deliberation that may serve to throw light upon the difficult problems of today. We can but feel, as we look over the immense amount of work that should be done in this department, that, to maintain its efficiency and the quality of its work as compared with that of other similar schools in the United States, an increase should be made in the instructional force of the department. The recent increase in the equipment of the schools makes this step the more necessary with our own University.

We desire especially to commend to your attention the value of the work that is being done in this department in the preparation of theses, by graduate and advanced students, some of which we believe to be the most valuable contributions to the literature of the subject of which they treat. We recognize that in no other way can the work of a university be so accurately tested as in the quality of the original work undertaken by its students; and judged by this standard, the work of the School of Economics gives us cause for a feeling of the fullest satisfaction.

The library of the School should be materially increased in order that this department may accomplish the best results.

Especially would we recommend that some provision be made for the establishment of fellowships in the department, in order that we may retain some of the most promising of our graduate students, and attract to our doors the best graduate students of other institutions, who are desirous of entering into such work as this school affords such excellent facilities for.

Your Committee desire to urge upon you the necessity for making some additional provision for work in University Extension, so that the work done by the extension lecturers may not be likely to cripple the University by demanding a serious sacrifice of time and energy on the part of a comparatively small number of the faculty. University Extension in Wisconsin, we realize, has not been of the kind that constitutes a genuine exten-

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sion of University teaching. We have reason to believe that it has not been so successful as we might hope for in kindling a keen zest for investigation in those communities where the extensioners have gone. We do not mean to say that it has not encouraged some study among those who have listened to the lectures, but rather that it has failed to create a serious body of students in such communities. Perhaps we have expected too much from the extension movement. We realize, however, that it has accomplished a work of great value to the University and to the State, in that it has tended to bring into close contact and sympathy the people and their highest educational institution. We believe that the rapid growth of the University during the past four years has been due, in no small measure, to the better knowledge of the University and its work that the people have gained from extension lecturers; and that the promise of future growth from this same cause is even brighter than has been the realization of the past. But, on the other hand, we fear that the strain upon the energies of the handful of professors who are doing almost all the work in extension will be so great that the University itself will suffer. We recognize the fact that true university work can not be done unless time is given to the professors for conducting original investigations in their various departments. The students will fail to gain that inspiration in their work which can be given best by those who themselves are original investigators.

It is unreasonable to expect that two or three days of each week shall be given by these professors during the greater part of the year to meet demands from extension centers, and that they shall, at the same time, carry on the work of their departments, and do that original work, that though not in one sense a part of their University work, is nevertheless necessary to sustain the quality of their university work. The remedy seems to us to lie in securing the services of two or three well equipped lecturers who can devote their whole time to the extension work. They must be men of superior attainments, for the lecturers whom the University has already sent out have set a high standard before the public. Should the University substitute for them men ill prepared for their work, it is in danger of losing the advantage that it now has of enjoying the confidence of the people of the State.

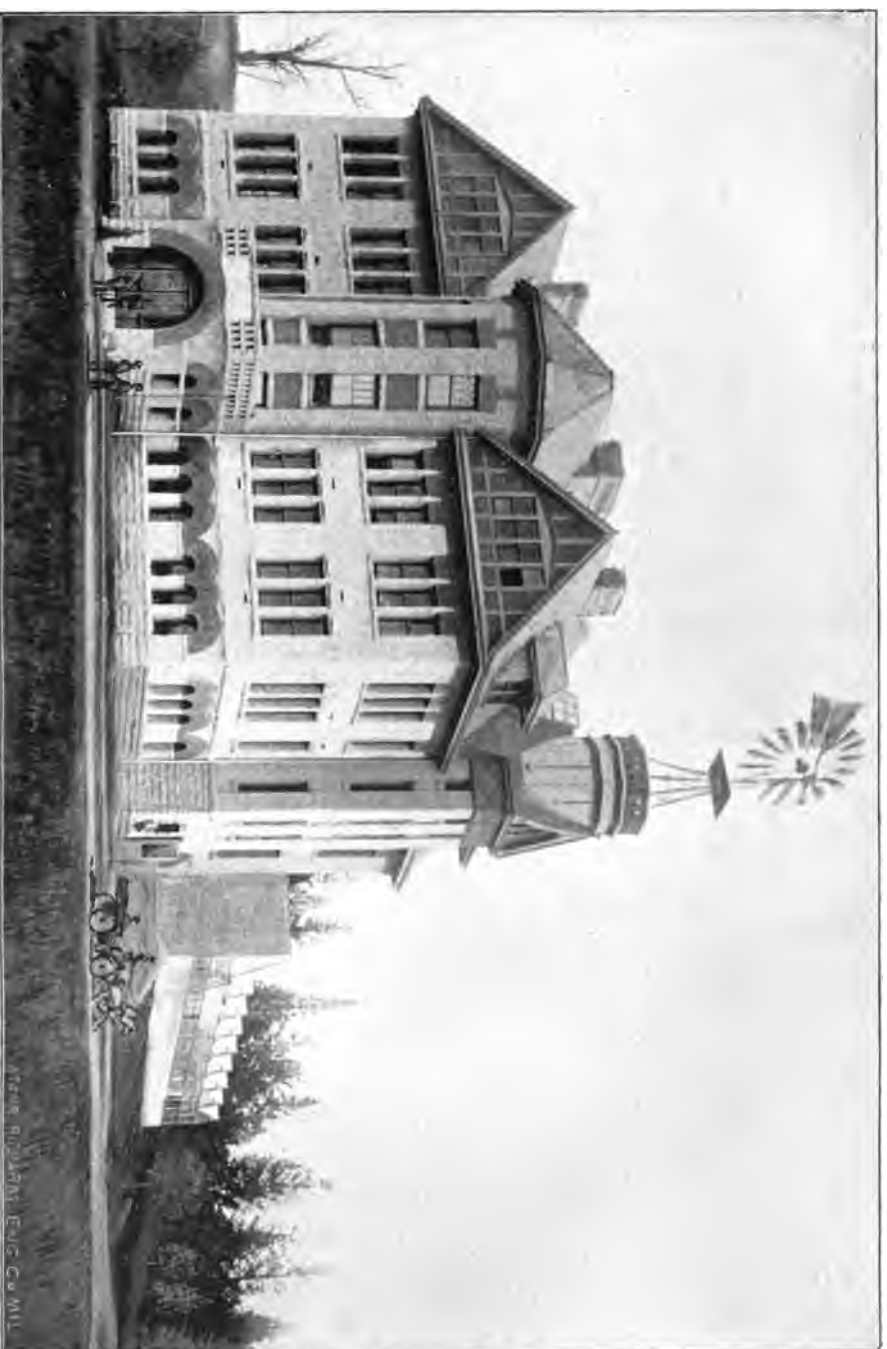
Respectfully submitted,
R. H. HALSEY,
BEVIE A. CLARKE.

REPORT OF THE BOARD OF VISITORS FOR 1895-96.

To the Board of Regents of the University of Wisconsin:

The members of the Board of Visitors, in submitting for your consideration the various reports of their committees, desire to call your attention to two points in particular which they deem of importance.

1. It is not infrequently stated that many students during the whole of their first year's work in the University, do not come under the direct instruction of any of the professors, but are under the tuition solely of instructors, assistants and fellows. While we appreciate the great care that is exercised in the selection of all grades of teachers in the University, and desire to bear testimony, from personal inspection to the high quality of much of the instruction given by the instructors, assistants and fellows, we nevertheless venture to suggest that it is exceedingly important that every member of the Freshman class should be able to select his work so that he may take one study under some professor during each term of that year. We are of the opinion that such a change might be brought about



New Horticultural Physics Building — University of Wisconsin.

Committee on College of Letters and Science.

without any increase of the instructional force, but by a re-arrangement of their work.

2. In the interest of the high schools of the state, whose teachers, we feel, should come from the University, we suggest that an effort be made to establish some connection between the University and the public school system of the city of Madison, so that the schools of the latter may be used as the model school of a Normal School is used, to afford training for such members of the senior class as intend to enter upon the work of teaching after graduation. You are doubtless aware that University graduates, who seek to teach without previous experience, are often at a considerable disadvantage for the first year, because the change from the University methods of instruction to those suitable to a high school or grammar school is so great that the University graduate has difficulty in adapting himself to the change. We would call your attention to the fact that one of the best high schools in New England, that of Providence, R. I. serves as a model school in which the students of Brown University who purpose teaching gain some experience under the direct supervision of the department of pedagogy. To carry this plan into effect in our University it would probably be necessary to increase the force of the department of pedagogy so that the work of teaching done by students might pass under the daily inspection and criticism of some member of the department. In support of this recommendation we urge the great gain both to the students who seek to teach and to the communities desiring well qualified teachers for their high schools.

In behalf of and by the direction of the Board of Visitors.

R. H. HALSEY, *Secretary.*

COMMITTEE ON COLLEGE OF LETTERS AND SCIENCE.

Your Committee to whom was referred the matter of College of Letters and Science respectfully report:

In a survey of the College of Letters and Science one of the first general impressions received is that of the extent and completeness of equipment. Having in a sense the start of the others and standing as it no doubt does with a majority of our citizens as the specially recognized representative of the University itself it has received generous provision for its work, and there is little cause for fear that its future will be neglected.

In some quarters its work is somewhat hampered by insufficient room, but this difficulty will soon be partially remedied at least by improvements now in progress or in early contemplation. At present the most important question seems to be "How shall its advantages be most promptly and profitably made available to those entitled to receive them?" One of the difficulties in this direction is indicated in the following preamble to a resolution adopted at its last annual meeting by the N. E. A.: "Whereas the most pressing need for higher education in this country is a better understanding between the secondary schools and the colleges and universities in regard to the requirements for admission, therefore, Resolved, etc."

In the case of our own University some progress has been made in this matter, but it must be admitted that the need stated has not by any means been fully met or overcome.

In the adjustment of the work of the Normal Schools and the University some recent modifications made in their courses of study may well be considered improvements, but notwithstanding the efforts which have been made to correlate the work of the high schools with that of the University there is still considerable friction which it is to be hoped the wisdom of a near future will overcome.

9 S. S.

University of Wisconsin.

It should be remembered that a University proper such as should represent the culmination of the public educational system of an enterprising and progressive state like Wisconsin should be not merely a higher high school nor even synonymous with College, yet in a new country like ours, and especially in the newer parts of that country it must recognize existing conditions while it seeks to improve them, relegating to their proper places as rapidly as possible those which do not belong to it, assuming gradually those distinctly its own, so that the ideal university shall be an evolution rather than a special creation. It should act with a healthful stimulus upon the schools below, encouraging them while it increases its demands upon them, for the history of educational progress shows that improvement comes from above and not below. The greatness of an institution of this sort is not in its grounds, its buildings, its laboratories, its apparatus nor in its entire material equipment, however magnificent or complete, but in its men. We believe that all who have obtained from school, college or university the most and the best that any such institution can give, will testify unanimously that their highest inspiration and noblest ideals have come from the minds with which they have been brought into direct relations.

If this is only partially true, it is a matter of the greatest importance that students entering the University should as early as possible be brought under these influences. It should not be possible for students in the first and second years of any of the regular courses to select their work in such a manner that they are not brought regularly into these direct relations with at least one of the strong instructors among those who have been selected especially for their power to stimulate and inspire.

From his initiation the student should realize in his own experience some of the distinctive advantages of a University, and in his later course, if at all he must, he can use to better advantage those in some respects inferior.

While it is no doubt necessary that part of the work, perhaps much of it, should be done by others besides the heads of departments and the full professors, and while in many cases no doubt the instruction given by tutors and fellows is of superior order, it by no means follows that the conditions upon which they are selected, though highly creditable to scholarship and other attainments, guarantee superior teaching power, and in the present stage of the University its primary and principal attention should be given to the work of instruction.

We would not in any degree disparage the work of original investigation, but until the students coming to the University bring more maturity and higher attainments than those now admitted, direct work with them in the class-room, and personally outside, is their most urgent need. It may not be amiss to call special attention to the matter of personal work with students. In recitation, and especially when the classes are large, it is impossible, in many cases to meet individual conditions which might be provided for in a personal interview. Many a student has felt that if he could have a few moments directly with his instructor some difficulty might be removed or some condition explained which, though of great importance to him, could not for sufficient reason be done in recitation. It is often exceedingly helpful to a student to realize that his instructor has a friendly and personal interest in his welfare beyond the fact that he is but a unit in the class aggregate.

We would also recommend on the part of the University staff the cultivation of fraternal relations with other teachers of the state. This may be done by active participation in the meetings of the state association and other gatherings of teachers and in other ways showing an interest in them and their work. Recent years have shown encouraging improvement in this respect, but there still exists a widely prevalent impression that the University has little interest in the other schools of the state except in a

Department of Physical Culture, Etc.

ery perfunctory manner. This impression may be partially or wholly incorrect, but in any case its removal is to be earnestly desired.

The relation of the different factors in our educational work should not be that of envious rivalry but of generous emulation, each striving to do its best work and to achieve its best results along its own lines, acknowledging the merits and rejoicing in the success of all the others.

The suggestions of this report are not so much in the direction of improvements in the *material* of the University itself as in that of improved relations. If by any means it can be brought nearer to the people and enshrined more completely in their affections it will result in great advantage to all concerned and the University will never ask in vain for any support within the limits of a generous appreciation.

It gives us great pleasure to commend this department and its work to the fullest confidence of the people of the state.

Respectfully submitted,

GEO. BECK, *Chairman*;
MARY M. WALMSLEY,
ELLEN C. SABIN.

REPORT OF COMMITTEE FOR THE DEPARTMENT OF
PHYSICAL CULTURE AND MILITARY TRAINING.

This department is the only one in the University for which adequate provision in the way of buildings and equipment has been made for the future development and requirements of the institution. The systematic training that is given during the freshman and sophomore years is accomplishing all that could be expected with the few hours per week allotted to it.

So certain are the Committee of the necessity for this work, that they would urge an increase in the number of hours per week with additional credit.

The Military department shows evidence of zealous work.

We regard the military instruction, as a means of physical development and of giving ease and precision of movement, of the utmost value to the department of Physical Culture, as it reaches the same students at the same time and supplements the work done in the gymnasium.

We would suggest the advisability of establishing competitive drills with

neighboring Universities and military schools as a means of stimulating enthusiasm in a department always lacking in this respect.

While heartily in favor of general athletic sports and of participation in athletic contests, as a means to the end of stimulating interest in physical training and of sustaining college spirit, we are of the opinion that the training of the whole student body along general lines rather than the development of a few athletes is of prime importance. We heartily commend those in charge of the athletics of the University for keeping the various departments free from anything even bordering upon professionalism. It would seem advisable in order to avoid the results of overtraining and the accidents arising from the proverbial imprudence of college students that direct responsibility to the President of the University for the prudent training of the crews and athletic teams should be centered in some one mature and competent individual.

HORACE RUBLEE,
MRS. CARRIE B. OAKES,
LOUIS R. HEAD.

University of Wisconsin.

COMMITTEE ON ACCREDITED SCHOOLS.

In behalf of the Committee on Accredited Schools we beg leave to submit the following report:

We desire to express our satisfaction with the work accomplished by the members of the Faculty in visiting and inspecting the schools upon the accredited list during the past year. Nearly one hundred schools have been inspected and there can be no doubt that many of the schools so visited have been greatly strengthened thereby. But few schools have been dropped from the list, and these for reasons, in our judgment, so weighty that the retention of these schools upon the list, would have wrought harm to the communities in which they were situated, and have tended to bring the whole system of accredited schools into disrepute. It must be borne in mind that the University has an obligation to fulfill to those pupils who come from the stronger high schools of the state as well as those coming from schools where the teaching force is so small that thorough work is almost impossible. This obligation demands that the pupils sent from the larger schools shall not be allowed to acquire careless habits of study during their first year in the University, because the work assigned to the classes has to be adjusted to the pupils who are insufficiently prepared. There can be no more certain way of turning the current of graduates of the stronger schools away from the University than to let them feel that they must "mark time" while the University instructors are strengthening the preparation of pupils who have been admitted without the exercise of sufficient care in testing their fitness for undertaking the University work.

In some cases the communities whose schools have been dropped from the accredited list have felt aggrieved by the action of the Faculty. There can be no doubt, however, that this action is the wisest thing for these communities in the end, for if the school is doing poor work the most certain way of calling the attention of its patrons to that fact is through some such report from the University. With this report in their hands, the friends of sound education in this community will have the best possible argument for securing a better equipment for their school, either in apparatus or teaching force, or both. There has been some criticism of the attempt made this past year by the University to live up to its plan of visiting a school whenever a change in the force of teachers takes place. There seems some ground for this criticism when we remember the expense that is connected with each inspection. The friction occasioned by this expenditure is out of all proportion to the amount expended. The benefit derived from the visit of a member of the Faculty to any school is not limited to that community—the University is benefited thereby. It seems to the members of your Committee that, in view of the liberality of the last legislature to the University, it would be wise if the expenses of these visits should be paid out of the University funds instead of by the various schools inspected. Such we are informed is the custom in Michigan. Certainly this would tend to disarm much of the unfavorable criticism of frequent inspection on the part of the University authorities.

Recognizing the helpful influence of the University in improving the character of the work done in accredited schools, we would urge that the Faculty make particular effort to secure better work in English. This may be stimulated to a degree by requiring that examination papers of students entering from accredited schools be sent to the University for inspection. Under the inspiration of the University the work in Science has made marked improvement in the past few years, and we could earnestly desire, in the interests of culture, that your demands effect improvement in the use of the English language.

ELLEN C. SABIN, *Chairman*;
R. H. HALSEY.

Schools of Pharmacy, and Mechanics and Engineering.

COMMITTEE ON SCHOOL OF PHARMACY.

Your Committee are pleased to report that they find the School of Pharmacy is doing work of high order and making decided progress.

This school is, in point of practical utility to the people of the State, a very important one, and entitled to all the support consistent with a systematic development of the University.

The Department of Pharmaceutical Technique should be furnished with more laboratory room and supplied with an instructor.

The advancement of Mr. Cheney to the assistant professorship of Pharmaceutical Botany, and the transference of this department to North Hall, will necessitate the provision of a laboratory and the purchase of microscopes of which the school is in urgent need.

The Department of Practical Pharmacy should be supplied with a small electric motor, or some other means of furnishing power for use in the comminution of drugs.

Pharmacy and medicine are so closely allied, as far as the work should be carried in the University, that it seems to your committee that a decided advantage would be afforded the pre-medical students if they were given the courses of pharmaceutical chemistry and pharmacognosy in this school.

We would urge, as a general recommendation, increased appropriations.

LOUIS R. HEAD, *Chairman:*

MRS. W. E. BROWN,

HENRY D. BROWN.

COMMITTEE ON SCHOOL OF MECHANICS AND
ENGINEERING.

Your committee appointed to report upon the condition and needs of the College of Mechanics and Engineering would state that the department is doing the best work possible with existing equipment.

The present quarters in Science Hall are entirely inadequate for the best facilities for modern instruction. The necessity for increased facilities has been recognized and met by such institutions as Purdue, Illinois, Minnesota, Colorado, Nebraska and many others by the erection of suitable engineering buildings costing from \$20,000 to \$150,000. We feel, therefore, that in order to maintain and improve the present standard in this work that it will be necessary to have an engineering building at the earliest possible date.

Aside from the lack of room and adaptation of Science Hall for Engineering work, the Science department is seriously in need of the space now occupied by the Engineering department. The recent and constant developments in all lines of engineering and manufacturing are so great that for the best possible instruction it is absolutely necessary that new apparatus and instruments be continually supplied and renewed to meet these conditions.

Notwithstanding this urgent demand for additional apparatus, the department is threatened with a material decrease in the amount of funds appropriated for this purpose, inasmuch as the allowance for the College of Mechanics and Engineering, in the recent budget adopted by the Board of Regents, appropriates but approximately \$33,000 for the fiscal year '96-'97, as against \$38,000 for the present collegiate year.

This \$5,000 decrease would necessarily all come from the fund devoted to

Webster's International Dictionary.

the purchase and renewal of apparatus, since the running expenses of the college remain the same.

We would therefore urgently recommend that the appropriation for the College of Mechanics and Engineering for the coming year be at least restored to the amount appropriated for the past year.

HENRY D. SMITH, *Chairman*;

LOUIS R. HEAD,

ANSON C. PRESCOTT.

WEBSTER'S INTERNATIONAL DICTIONARY.

During the biennial period ending September 30, 1896, 1,287 dictionaries were disposed of; 718 were furnished free to schools, 469 were sold to school districts and 100 were sold to members of the legislature and employes of the Capitol. The sworn applications of school officers and their receipts for these dictionaries are on file in this office. The following table gives the number of dictionaries disposed of for each quarter of the biennial period:

	FREE.	SOLD.			
		To Schools.		To Members of Legislature and Employes of Capitol.	
	Plain.	Plain.	Indexed.	Plain.	Indexed.
Quarter ending December 31, 1894.....	118	62	57	1	14
Quarter ending March 31, 1895.....	158	18	22	1	18
Quarter ending June 30, 1895.....	34	9	13	2	22
Quarter ending Sept. 30, 1895.....	63	22	27	9	6
Total for 1895.....	373	111	119	13	60
Quarter ending December 31, 1895.....	130	34	62	.....	14
Quarter ending March 31, 1896.....	78	22	41	.....	6
Quarter ending June 30, 1896.....	29	12	18	1	3
Quarter ending Sept. 30, 1896.....	108	17	33	.....	8
Total for 1896.....	345	85	154	1	26

Sale of School Codes, Copies of Records—Common School Fund.

SALE OF SCHOOL CODES.

During the last two years school codes were sold to individuals not school officers at twenty-five cents each. The amount received from this source is \$25.40, which has been deposited with the state treasurer.

SALE OF COPIES OF RECORDS.

Fees for the sale of copies of records amounting to \$167.48 have been turned into the state treasury. Receipts for the same are on file in this office.

The following table shows the amount of the permanent school funds, their increase, if any, during the last two years, and the income derived from them, and from other sources. Fifty thousand dollars are appropriated annually, under section 491 a. b. R. S., for the support of free high schools. Statements of the finances of the normal schools and of the university are given elsewhere.

COMMON SCHOOL FUND.

Amount of the common school fund.....	\$3,455,980 81
Increase during last two years.....	35,507 88
Income of common school fund, 1896.....	\$225,704 89
Income from one mill state tax, 1896.....	603,473 00
Total income, 1896.....	\$829,177 89
Number of acres of unsold land, 40,671.	

UNIVERSITY FUND.

Amount of university fund.....	\$201,793 00
Income of university fund, 1896.....	\$80,533 88
Income from state tax.....	256,476 00
Income from students' fees.....	57,962 00
Income, one per cent. railroad and license fees.....	11,960 80
Total income, 1896.....	\$406,932 68
Number of acres of unsold land, 714.	

Summer School of Science.

AGRICULTURAL COLLEGE FUND.

Amount of agricultural college fund.....	\$238,998 73
Income of agricultural college fund.....	14,909 38
<hr/>	
Number of acres of unsold land, 317.	

NORMAL SCHOOL FUND.

Amount of normal school fund.....	\$1,805,458 18
Increase during last two years.....	26,694 45
Income of normal school fund.....	98,716 61
Income from state tax.....	120,694 00
Income from tuition.....	17,004 20
<hr/>	
Total income, 1896.....	\$236,414 81
Number of acres of unsold land, 162,333.	

SUMMER SCHOOL OF SCIENCE.

The Honorable J. Q. Emery, State Superintendent, Madison.

SIR:—I submit herewith report of the Wisconsin Summer School for the years 1895 and 1896.

Two important changes were made in the school in the year 1895. The session of the school was lengthened to six weeks, in order that more satisfactory work might be done in the several departments. Through the generosity of the Honorable James H. Stout of Menomonie means were provided for establishing courses in library science, and Miss Katharine L. Sharp, director of the department of library science in the Armour Institute, Chicago, was engaged to give instruction in this department. In 1895 the work in library science was chiefly by means of lectures given to those attending the school for other purposes. In 1896 the instruction was given especially to librarians and those fitting themselves for the position of librarian. The corps of instruction in 1896 was as follows:

John W. Stearns, LL. D., Professor of Philosophy and Pedagogy, Director of School.—Psychology and Pedagogy.

Charles R. Barnes, Ph. D., Professor of Botany.—Botany.

Lotis W. Austin, Ph. D., Instructor in Physics.—Physics.

Edward A. Birge, Ph. D., Professor of Zoology.—Physiology and Zoology.

Edward P. Carlton, B. S., Graduate Student.—Histology.

Garry E. Culver, M. A., Stevens Point Normal School.—Geology.

W. W. Daniells, M. S., Professor of Chemistry.—Chemistry.

John C. Freeman, Ph. D., Professor of English Literature.—English Literature.

Fred D. Heald, B. S., Fellow in Botany.—Biology.

W. H. Rosenstengel, A. M., Professor of German Language and Literature.—German.

William A. Scott, Ph. D., Associate Professor of Political Economy.—Political Economy.

Katherine L. Sharp, Ph. M., B. L. S., Armour Institute.—Library Science.

Charles S. Slichter, M. S., Professor of Applied Mathematics.—Mathematics.

Leonard S. Smith, B. C. E., Instructor in Engineering.—Surveying.

Summer School of Science.

Hiram A. Sober, A. B., Instructor in Latin.—Latin.

Charles B. Thwing, Ph. D., Instructor in Physics.—Physics.

Frederick J. Turner, Ph. D., Professor of American History.—History.

Forty courses of study were offered in fourteen departments. All of them were well attended with the exception of the courses in surveying, which were offered by Mr. Smith in the hope that a number of the teachers would find it advisable to learn the elements of that subject. It seemed, however, that there was a small demand for this course, and although offered in 1896 no courses were given in that subject in the latter year. Attendance at the school was somewhat reduced by the increased length of the session, as had been anticipated. It aggregated 114, of whom 75 were teachers, chiefly in the Wisconsin schools; 24 were students, or persons intending to enter college during the next year, and 15 were classed as miscellaneous.

In 1896 the corps of instruction was as follows:

John W. Stearns, LL. D., Professor of Philosophy and Pedagogy, Director of School.—Psychology and Pedagogy.

Charles R. Barnes, Ph. D., Professor of Botany.—Botany.

Edward A. Birge, Ph. D., Professor of Zoology.—Physiology and Zoology.

Ernest R. Buckley, B. S., Fellow in Geology.—Geology and Physical Geography.

Edward P. Carlton, B. S., Assistant in Histology.—Histology.

W. W. Daniells, M. S., Professor of Chemistry.—Chemistry.

Abbie Fiske Eaton, M. L., Instructor in German.—German.

John C. Freeman, Ph. D., Professor of English Literature.—English Literature.

Katherine L. Sharp, Ph. M., B. L. S., Armour Institute.—Library Science.

Charles Slichter, M. S., Professor of Applied Mathematics.—Mathematics.

Benj. W. Snow, Ph. D., Professor of Physics.—Physics.

Leonard S. Smith, B. C. E., Assistant Professor of Topographical Engineering.—Surveying and Astronomy.

Frederick J. Turner, Ph. D., Professor of American History.—History.

Thirty-nine courses of study were offered in sixteen departments, but the four courses offered in surveying and astronomy were not given. The other departments were all of them taken by full classes. The attendance at the summer school proper was 117; 67 being teachers, 31 students, and 19 classed as miscellaneous. In addition there were 25 persons in attendance at the Library school; making a total attendance of 142.

FINANCES.

The balance on hand in 1895, given in the last report of the state superintendent was \$715.81. The extension of the session from four to six weeks added very greatly to the expenses of the school, since the salaries were necessarily increased fifty per cent. The tuition fee was also raised from \$10 to \$15, but the attendance was not sufficient to enable the school to pay its current expenses from the current income. The statement of receipts and expenditures is as follows:

Receipts.

Balance from 1895.....	\$715 81
State appropriation.....	1,000 00
Honorable J. H. Stout for Library school.....	200 00
Students' fees.....	1,710 00
Total.....	\$3,625 81

Summer School of Science.

The expenditures were as follows:

Printing, postage and advertising, laboratory supplies and incidental expenses.....	\$139 38
Salaries of teachers.....	3,326 00
Total	\$3,465 38
Balance to 1896.....	\$160 46

It was evident to the state superintendent and the president of the university, who are charged with the direction of the affairs of the Summer school by the law which created it, that the greatest care must be exercised in 1896 in order that the expenditures of the school should not exceed its income. The number of the faculty was reduced and the greatest care was taken in all directions to keep expenditures as low as possible, with the result that the budget for 1896 shows a small balance to 1897, although the salaries of the principal instructors were made \$295 for the session instead of \$300, as paid in the preceding year. The receipts and expenses of the school in library science are given separately. Those attending this course were librarians or persons fitting themselves for similar positions. Their fees were credited to the Library school instead of being placed in the general fund of the Summer school.

Receipts for 1896.

Balance from 1895.....	\$160 45
State appropriation.....	1,000 00
Receipts from students' fees.....	1,730 00
Total.....	\$2,890 45

Expenditures for 1896.

Printing, postage and advertising, laboratory supplies and incidental expenses.....	\$127 35
Salaries of teachers.....	2,755 00
Total	\$2,882 35
Balance to 1897.....	\$8 10

Receipts of Library School.

Honorable J. H. Stout.....	\$300 00
Students' fees.....	375 00
Total.....	\$675 00

Expenditures.

Salaries of teachers.....	\$450 00
Incidental expenses.....	20 43
Total	\$470 43
Balance to 1897.....	\$204 57

Very respectfully yours,

E. A. BIRGE,
Secretary of the School

PART II.

Statistical Tables.

Census Statistics.

CENSUS STATISTICS, 1894-95.

COUNTIES — Exclusive of cities un- der city su- perinten- dents.	CHILDREN BETWEEN 4 AND 20.			CHILDREN BETWEEN 7 AND 13.		
	Male.	Female.	Total.	No. of such chil- dren.	No. who attended public school 12 weeks or more.	No. who attended private school 12 weeks or more.
Totals	232,132	219,397	451,529	209,834	172,329	17,533
Adams	1,420	1,319	2,739	1,370	1,160	.....
Ashland	734	669	1,384	676	305	51
Barron	3,340	3,059	6,399	2,951	2,389	64
Bayfield	1,513	1,420	2,933	1,412	1,143	227
Brown	5,414	5,104	10,518	5,020	3,403	777
Buffalo	3,196	3,071	6,267	2,999	2,373	50
Burnett	1,092	990	2,082	354	301	1
Calumet	3,607	3,463	7,070	3,231	2,281	832
Chippewa	3,762	3,438	7,200	3,386	2,954	294
Clark	4,065	3,884	7,949	3,877	3,367	117
Columbia	3,724	3,543	7,267	3,378	3,076	113
Crawford	2,691	2,554	5,245	2,404	2,088	28
Dane	8,652	8,089	16,741	7,667	6,529	617
Dodge	7,282	6,756	14,038	6,420	5,279	1,187
Door	3,135	2,847	5,982	2,715	2,008	94
Douglas	498	422	920	474	426	7
Dunn	3,672	3,377	7,049	3,084	2,748	82
Eau Claire	2,859	2,594	5,453	2,667	2,261	49
Florence	448	462	910	423	377	.....
Fond du Lac	5,327	5,134	10,461	4,558	3,906	592
Forest	189	167	355	279	168	.....
Grant	6,763	6,620	13,383	6,181	5,208	388
Green	3,903	3,537	7,440	3,418	3,040	28
Green Lake	2,120	2,028	4,148	2,000	1,644	205
Iowa	3,647	3,542	7,189	3,415	2,779	106
Iron	635	601	1,236	822	719	78
Jackson	3,159	3,016	6,175	2,839	2,292	49
Jefferson	5,043	4,750	9,793	4,864	3,761	456
Juneau	3,453	3,307	6,760	3,309	2,949	51
Kenosha	1,591	1,628	3,219	1,488	1,225	155
Kewaunee	3,636	3,471	7,107	3,327	2,864	365
La Crosse	2,459	2,231	4,660	2,196	1,774	93
Lafayette	3,746	3,607	7,353	3,266	3,123	32
Langlade	1,163	1,035	2,198	1,176	998	38
Lincoln	752	729	1,481	730	694	32
Manitowoc	7,925	7,588	15,513	6,896	5,051	1,533
Marathon	5,128	4,808	9,936	4,596	3,846	393
Marinette	2,150	1,992	4,142	1,817	1,506	71
Marquette	1,979	1,858	3,837	1,808	1,522	86

Census Statistics.

CENSUS STATISTICS, 1894-95 — Continued.

COUNTIES — Exclusive of cities under city superin- tendents.	CHILDREN BETWEEN 4 AND 20.			CHILDREN BETWEEN 7 AND 13.		
	Male.	Female.	Total.	No. of such chil- dren.	No. who attended public school 12 weeks or more.	No. who attended private school 12 weeks or more.
Milwaukee..	5,976	5,876	11,852	5,615	4,127	1,273
Monroe	4,793	4,692	9,485	4,899	4,829	161
Oconto	2,513	2,223	4,736	2,239	1,881	.....
Oneida	847	862	1,709	837	719	13
Outagamie..	4,763	4,360	9,123	4,087	3,585	598
Ozaukee ...	3,285	3,139	6,424	2,825	2,292	708
Pepin	1,442	1,381	2,823	1,238	1,012	55
Pierce	4,196	4,028	8,224	3,680	3,133	113
Polk	3,160	2,909	6,069	2,649	2,441	35
Portage.....	3,845	3,511	7,356	3,548	2,498	248
Price	1,171	1,038	2,209	1,077	966	.....
Racine	2,780	2,555	5,335	2,333	1,915	317
Richland....	3,618	3,443	7,061	3,151	2,594	19
Rock	4,444	4,207	8,651	4,386	3,869	205
St. Croix ...	4,263	4,014	8,277	3,742	3,406	67
Sauk	4,772	4,487	9,259	4,542	3,662	365
Sawyer	280	283	563	233	209	.....
Shawano ...	4,569	4,396	8,965	4,297	3,318	412
Sheboygan ..	4,985	4,768	9,753	4,716	3,858	721
Taylor	1,611	1,473	3,034	1,506	1,255	130
Trempealeau	4,150	3,903	8,053	3,809	2,916	175
Vernon	5,084	4,918	10,002	4,644	2,514	25
Vilas	376	339	715	364	363	.....
Walworth ..	3,781	3,493	7,274	2,918	2,699	32
Washburn ..	670	627	1,297	632	603	.....
Washington.	4,680	4,544	9,224	4,076	2,876	1,125
Waukesha ...	5,787	5,442	11,229	5,355	4,445	422
Waupaca ...	4,745	4,578	9,323	4,343	3,917	261
Waushara ..	2,846	2,566	5,412	2,411	2,060	57
Winnebago ..	3,011	2,847	5,858	2,443	2,207	189
Wood	3,818	3,685	7,503	3,756	2,650	516

Enrollment and Attendance.

ENROLLMENT AND ATTENDANCE—1894-95.

COUNTIES— Exclusive of cities under city superin- tendents.	ENROLLMENT IN PUBLIC SCHOOLS.				
	Number be- tween 4 and 20.	Under 4.	Over 20.	<i>Total No. who have at- tended public school.</i>	
				Male.	Female.
Totals.....	309,257	468	802	152,536	144,286
Adams	2,115	2	8	1,046	981
Ashland.....	894	.....	1	496	428
Barron	4,516	1	11	2,344	2,386
Bayfield.....	1,601	5	1	811	795
Brown.....	4,461	4	2	2,572	2,454
Buffalo.....	4,021	3	12	2,120	1,961
Burnett	1,304	.....	3	652	595
Calumet	3,850	5	.....	1,990	1,865
Chippewa....	4,726	4	7	2,757	1,969
Clark	5,173	4	9	2,796	2,261
Columbia....	5,594	5	35	2,894	2,729
Crawford....	3,817	2	19	1,997	1,982
Dane.....	10,804	7	53	5,925	5,453
Dodge	8,351	9	38	4,391	4,007
Door.....	3,620	10	16	1,884	1,780
Douglas.....	679	4	8	372	319
Dunn	5,186	25	18	2,651	2,571
Eau Claire..	3,851	3	16	2,044	1,826
Florence	609	.....	.....	304	305
Fond du Lac.	6,342	.....	13	3,453	3,127
Forest.....	258	.....	.....	163	138
Grant	9,575	18	27	4,919	4,764
Green	5,913	16	17	3,039	2,907
Green Lake .	2,579	4	4	1,361	1,258
Iowa	5,625	1	12	3,239	2,689
Iron	842	30	.....	479	393
Jackson	4,121	.....	19	2,044	2,096
Jefferson	6,522	4	3	3,139	3,143
Juneau	5,019	7	16	2,500	2,542
Kenosha	2,177	1	5	1,133	1,058
Kewaunee....	4,387	11	11	2,284	2,125
La Crosse ...	3,080	.....	1	1,573	1,437
Lafayette...	5,858	5	15	3,022	2,856
Langlade....	1,499	5	7	761	756
Lincoln	922	.....	.....	453	470
Manitowoc ..	8,209	2	7	4,311	3,783
Marathon ...	5,634	.....	5	2,911	2,811
Marquette...	2,660	.....	.....	1,321	1,339
Marquette...	2,486	46	5	1,274	1,360
Milwaukee ..	6,338	2	3	3,226	3,208
Monroe	6,844	6	34	3,370	3,442

Enrollment and Attendance.

ENROLLMENT AND ATTENDANCE—1894-95—Continued.

COUNTIES— Exclusive of cities under city superin- tendents.	ENROLLMENT IN PUBLIC SCHOOLS.			<i>Total No. who have at- tended public schools.</i>	
	Number be- tween 4 and 20.	Under 4.	Over 20.	Male.	Female.
Oconto.....	3,163	4	3	1,613	1,527
Oneida.....	1,360	1	.....	651	703
Outagamie..	21,095	6	6	2,835	2,730
Ozaukee....	3,297	3	1	1,736	1,565
Pepin.....	1,888	.....	4	993	899
Pierce.....	5,799	3	31	2,939	2,879
Polk.....	3,984	2	17	2,175	2,161
Portage.....	4,015	3	4	2,191	2,128
Price.....	1,554	5	12	825	772
Racine.....	3,136	.....	3	1,605	1,570
Richland...	5,891	26	38	2,940	2,941
Rock.....	6,498	4	10	3,363	3,149
St. Croix...	5,745	4	15	2,915	2,910
Stuk.....	6,390	1	13	3,292	3,087
Sawyer.....	548	.....	1	265	284
Shawano...	4,884	1	1	2,601	2,473
Sheboygan..	6,003	9	8	3,135	2,837
Taylor.....	1,831	1	1	947	886
Trempealeau	4,873	93	26	2,594	2,363
Vernon.....	7,606	7	57	3,837	3,675
Vilas.....	599	.....	.....	307	222
Walworth...	5,512	4	10	2,295	2,410
Washburn..	1,032	1	2	521	511
Washington.	5,047	.....	3	2,661	2,488
Waukesha..	7,579	3	11	3,906	3,601
Waupaca...	6,239	21	48	3,234	3,077
Waushara..	3,990	7	6	2,117	1,899
Winnebago..	3,498	1	1	2,004	1,906
Wood.....	4,139	7	9	1,998	2,024

Teachers' Certificates, 1894-95.

TEACHERS' CERTIFICATES, 1894-95.

COUNTIES—Ex- clusive of cities under city su- perintendents.	CERTIFICATES GRANTED BY COUNTY SUPERINTENDENT.							Num- ber of applicants refused certifi- cates.	Num- ber of limited certifi- cates granted.	Teach- ers hold- ing state certifi- cates.	Normal school grad- uates.	No. who have at- tended normal school.
	1st Grade.		2nd Grade.		3rd Grade.							
	To men.	To women.	To men.	To women.	To men.	To women.	Total.					
Totals.....	211	283	413	1,128	1,536	6,098	9,669	6,018	830	265	195	1,688
Adams ..	1	.....	2	10	6	62	80	62	2	1	1	25
Ashland.....	4	5	.....	2	2	21	26	8	8	2	2	3
Barron.....	2	6	12	29	21	91	162	113	8	7	7	15
Bayfield ..	1	5	2	7	4	25	46	8	8	8	3	7
Brown ..	.....	3	7	24	22	87	146	60	1	.....	.....	42
Buffalo.....	1	.....	8	11	34	58	114	78	5	2	1	20
Burnett.....	.....	.....	.....	5	11	37	54	30	10	.....	.....	.....
Calumet.....	6	.....	1	1	22	70	94	42	23	5	4	41
Chippewa ..	2	6	7	24	16	148	207	113	14	.....	.....	13
Clark.....	.....	2	6	15	30	124	179	174	3	5	2	30
Columbia ..	1	.....	2	7	22	79	111	121	42	8	.....	24
Crawford.....	17	6	9	11	22	136	201	105	52	.....	.....	5
Dane ..	2	17	16	64	61	298	458	234	38	11	2	70
Dodge ..	8	15	18	31	48	103	223	265	11	2	6	69
Door.....	.....	4	7	2	20	44	77	43	15	1	.....	5
Douglas.....	1	.....	1	4	4	22	32	33	1	.....	1	4
Dunn ..	2	1	.....	.....	12	41	56	40	29	3	.....	28
Eau Claire.....	10	4	3	13	3	70	108	108	.....	2	2	6

Teachers' Certificates, 1894-95.

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	100	101	102	103	104	105	106	107	108	109	110	111	112	113	114	115	116	117	118	119	120	121	122	123	124	125	126	127	128	129	130	131	132	133	134	135	136	137	138	139	140	141	142	143	144	145	146	147	148	149	150	151	152	153	154	155	156	157	158	159	160	161	162	163	164	165	166	167	168	169	170	171	172	173	174	175	176	177	178	179	180	181	182	183	184	185	186	187	188	189	190	191	192	193	194	195	196	197	198	199	200	201	202	203	204	205	206	207	208	209	210	211	212	213	214	215	216	217	218	219	220	221	222	223	224	225	226	227	228	229	230	231	232	233	234	235	236	237	238	239	240	241	242	243	244	245	246	247	248	249	250	251	252	253	254	255	256	257	258	259	260	261	262	263	264	265	266	267	268	269	270	271	272	273	274	275	276	277	278	279	280	281	282	283	284	285	286	287	288	289	290	291	292	293	294	295	296	297	298	299	300	301	302	303	304	305	306	307	308	309	310	311	312	313	314	315	316	317	318	319	320	321	322	323	324	325	326	327	328	329	330	331	332	333	334	335	336	337	338	339	340	341	342	343	344	345	346	347	348	349	350	351	352	353	354	355	356	357	358	359	360	361	362	363	364	365	366	367	368	369	370	371	372	373	374	375	376	377	378	379	380	381	382	383	384	385	386	387	388	389	390	391	392	393	394	395	396	397	398	399	400	401	402	403	404	405	406	407	408	409	410	411	412	413	414	415	416	417	418	419	420	421	422	423	424	425	426	427	428	429	430	431	432	433	434	435	436	437	438	439	440	441	442	443	444	445	446	447	448	449	450	451	452	453	454	455	456	457	458	459	460	461	462	463	464	465	466	467	468	469	470	471	472	473	474	475	476	477	478	479	480	481	482	483	484	485	486	487	488	489	490	491	492	493	494	495	496	497	498	499	500	501	502	503	504	505	506	507	508	509	510	511	512	513	514	515	516	517	518	519	520	521	522	523	524	525	526	527	528	529	530	531	532	533	534	535	536	537	538	539	540	541	542	543	544	545	546	547	548	549	550	551	552	553	554	555	556	557	558	559	560	561	562	563	564	565	566	567	568	569	570	571	572	573	574	575	576	577	578	579	580	581	582	583	584	585	586	587	588	589	590	591	592	593	594	595	596	597	598	599	600	601	602	603	604	605	606	607	608	609	610	611	612	613	614	615	616	617	618	619	620	621	622	623	624	625	626	627	628	629	630	631	632	633	634	635	636	637	638	639	640	641	642	643	644	645	646	647	648	649	650	651	652	653	654	655	656	657	658	659	660	661	662	663	664	665	666	667	668	669	670	671	672	673	674	675	676	677	678	679	680	681	682	683	684	685	686	687	688	689	690	691	692	693	694	695	696	697	698	699	700	701	702	703	704	705	706	707	708	709	710	711	712	713	714	715	716	717	718	719	720	721	722	723	724	725	726	727	728	729	730	731	732	733	734	735	736	737	738	739	740	741	742	743	744	745	746	747	748	749	750	751	752	753	754	755	756	757	758	759	760	761	762	763	764	765	766	767	768	769	770	771	772	773	774	775	776	777	778	779	780	781	782	783	784	785	786	787	788	789	790	791	792	793	794	795	796	797	798	799	800	801	802	803	804	805	806	807	808	809	810	811	812	813	814	815	816	817	818	819	820	821	822	823	824	825	826	827	828	829	830	831	832	833	834	835	836	837	838	839	840	841	842	843	844	845	846	847	848	849	850	851	852	853	854	855	856	857	858	859	860	861	862	863	864	865	866	867	868	869	870	871	872	873	874	875	876	877	878	879	880	881	882	883	884	885	886	887	888	889	890	891	892	893	894	895	896	897	898	899	900	901	902	903	904	905	906	907	908	909	910	911	912	913	914	915	916	917	918	919	920	921	922	923	924	925	926	927	928	929	930	931	932	933	934	935	936	937	938	939	940	941	942	943	944	945	946	947	948	949	950	951	952	953	954	955	956	957	958	959	960	961	962	963	964	965	966	967	968	969	970	971	972	973	974	975	976	977	978	979	980	981	982	983	984	985	986	987	988	989	990	991	992	993	994	995	996	997	998	999	1000	1001	1002	1003	1004	1005	1006	1007	1008	1009	1010	1011	1012	1013	1014	1015	1016	1017	1018	1019	1020	1021	1022	1023	1024	1025	1026	1027	1028	1029	1030	1031	1032	1033	1034	1035	1036	1037	1038	1039	1040	1041	1042	1043	1044	1045	1046	1047	1048	1049	1050	1051	1052	1053	1054	1055	1056	1057	1058	1059	1060	1061	1062	1063	1064	1065	1066	1067	1068	1069	1070	1071	1072	1073	1074	1075	1076	1077	1078	1079	1080	1081	1082	1083	1084	1085	1086	1087	1088	1089	1090	1091	1092	1093	1094	1095	1096	1097	1098	1099	1100	1101	1102	1103	1104	1105	1106	1107	1108	1109	1110	1111	1112	1113	1114	1115	1116	1117	1118	1119	1120	1121	1122	1123	1124	1125	1126	1127	1128	1129	1130	1131	1132	1133	1134	1135	1136	1137	1138	1139	1140	1141	1142	1143	1144	1145	1146	1147	1148	1149	1150	1151	1152	1153	1154	1155	1156	1157	1158	1159	1160	1161	1162	1163	1164	1165	1166	1167	1168	1169	1170	1171	1172	1173	1174	1175	1176	1177	1178	1179	1180	1181	1182	1183	1184	1185	1186	1187	1188	1189	1190	1191	1192	1193	1194	1195	1196	1197	1198	1199	1200	1201	1202	1203	1204	1205	1206	1207	1208	1209	1210	1211	1212	1213	1214	1215	1216	1217	1218	1219	1220	1221	1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Teachers' Certificates, 1894-95.

TEACHERS' CERTIFICATES, 1894-95—Continued.

COUNTIES—Exclusive of cities under city superintendents.	CERTIFICATES GRANTED BY COUNTY SUPERINTENDENT.										Num-ber of appli-cants refused certi-ficates.	Num-ber of limited certi-ficates granted.	Teach-ers hold-ing state certi-ficates.	Normal school grad-uates.	No. who have at-tended normal school.
	1st Grade.		2nd Grade.		3rd Grade.		Total.								
	To men.	To women.	To men.	To women.	To men.	To women.									
Sauk.....	2	8	8	36	19	86	159	156	15	5	3	.....	4	
Sawyer.....	2	2	.....	2	2	14	22	3	1	2	4	.....	17
Shawano.....	3	.....	8	2	18	85	116	67	15	1	.....	1	17
Sheboygan.....	3	.....	1	14	32	86	139	96	48	5	.....	.....	4
Taylor.....	.....	.....	3	3	14	42	63	50	.....	.....	.....	.....	20
Trempealeau.....	6	7	7	34	14	114	182	207	4	1	.....	.....	15
Vernon.....	2	4	8	22	35	205	276	181	103	8	3	.....	15	
Vilas.....	1	.....	1	2	2	18	24	2	4	1	.....	.....	3
Walworth.....	2	.....	3	31	18	131	189	89	7	1	1	.....	29
Washington.....	2	.....	1	5	6	32	47	15	7	1	5	.....	6
Washington.....	7	3	1	3	28	38	80	23	14	3	.....	.....	60
Waukesha.....	2	6	10	50	30	107	205	128	1	12	9	.....	50	
Waupaca.....	4	3	7	22	20	130	186	.....	.....	7	3	.....	25
Waushara.....	.....	.....	5	9	18	85	117	92	6	4	2	.....	60
Winnebago.....	3	1	9	13	26	194	246	104	19	3	.....	.....	4
Wood.....	7	6	4	27	13	98	155	101	16	4	.....	.....	.....

Teachers and Township Libraries.

TEACHERS AND TOWNSHIP LIBRARIES.

COUNTIES—Exclusive of cities under city superintendent.	TEACHERS.			TOWNSHIP LIBRARIES.		
	Teachers employed.			Amount expended during the year.	No. volumes purchased during the year.	Whole No. purchased since 1887.
	Male.	Female.	Total.			
Totals and avs.	2, 107	7, 972	10, 079	\$9, 981 27	13, 75	83, 712
Adams	13	108	121	\$26 00	\$21 00	975
Ashland	7	31	38	46 00	40 00	1, 015
Barron	54	147	201	39 00	28 00	949
Bayfield	9	46	55	37 00	24 00	2, 273
Brown	31	63	94	45 00	29 00	1, 783
Buffalo	43	86	129	41 00	31 00	856
Burnett	9	35	44	37 00	31 00	618
Calumet	26	63	89	43 00	31 00	459
Chippewa	33	208	241	34 00	30 00	1, 698
Clark	47	157	204	41 00	31 00	576
Columbia	46	218	264	43 00	24 00	5, 225
Crawford	36	124	160	26 00	23 00	2, 571
Dane	69	345	414	48 00	28 00	3, 394
Dodge	70	201	271	45 00	33 00	1, 721
Door	31	46	77	38 00	41 00	1, 982
Douglas	7	31	38	41 00	28 00	
Dunn	44	132	176	35 00	28 00	
Eau Claire	18	104	122	62 00	29 00	

TEACHERS AND TOWNSHIP LIBRARIES—Continued.

COUNTIES—Exclusive of cities under city superintendent.	TEACHERS.			TOWNSHIP LIBRARIES.		
	Teachers employed.			Teachers' average wages.		
	Male.	Female.	Total.	For males.		For females.
Florence	3	13	16	68 00	43 00	128
Fond du Lac	38	206	244	41 00	27 00	666
Forest	2	11	13	38 00	36 00	42
Grant	54	312	366	55 00	25 00	820
Green	50	243	293	41 00	26 00	682
Green Lake	19	87	106	34 00	25 00	410
Iowa	20	157	177	56 00	24 00	1,020
Iron	4	20	24	72 00	43 00	
Jackson	34	128	162	36 00	28 00	3,004
Jefferson	34	170	204	52 00	29 00	3,308
Juneau	32	156	188	52 00	25 00	495
Kenosha	17	52	69	36 00	32 00	361
Kewaunee	37	34	71	41 00	32 00	3,434
La Crosse	18	75	93	40 00	29 00	1,569
La Fayette	40	168	208	45 00	25 00	2,151
Langlade	11	73	84	35 00	33 00	
Lincoln	10	42	52	33 00	30 00	
Manitowoc	74	84	158	49 00	34 00	458
Marathon	63	131	194	40 00	30 00	932
Marquette	12	47	59	49 00	35 00	622
Marquette	20	72	92	36 00	22 00	497

Teachers and Township Libraries.

Milwaukee	37	85	122	65 00	40 00	713 66	799	4,322
Monroe	32	180	222	43 00	25 00	47 40	50	723
Oconto	18	68	85	38 00	30 00	.....	.....	.....
Oneida	3	31	153	40 00	28 00	83 60	131	749
Outagamie	21	132	80	50 00	31 00	.....	.....	643
Ozaukee	42	38	61	43 00	29 00	84 21	91	639
Pepin	14	47	184	43 00	23 00	145 73	243	1,916
Pierce	50	134	165	40 00	30 00	35 02	42	1,159
Polk	34	131	156	37 00	24 00	35 10	40	438
Portage	25	131	78	61 00	37 00	96 85	173	1,188
Price	9	73	92	50 00	28 00	.....	.....	.....
Racine	19	184	244	33 00	25 00	35 00	46	641
Richland	60	265	305	46 00	28 00	308 04	546	2,035
Rock	41	124	175	59 00	.....	101 64	65	1,065
St. Croix	51	203	243	42 00	27 00	462 20	611	3,234
Sauk	40	28	143	50 00	36 00	.....	.....	.....
Sawyer	6	112	171	35 00	29 00	117 35	130	570
Shawano	31	122	82	54 00	28 00	126 35	367	913
Sheboygan	49	61	137	40 00	32 00	160 91	171	1,187
Taylor	21	109	289	47 00	23 00	497 73	709	2,255
Trempealeau	28	233	14	35 00	25 00	330 22	438	3,513
Vernon	56	12	206	78 00	45 00	135 90	239	437
Vilas	2	176	43	59 00	30 00	183 61	182	1,305
Walworth	30	35	131	61 00	35 00	98 40	164	.....
Washington	8	85	201	58 00	30 00	369 19	471	2,634
Waukesha	46	158	169	42 00	30 00	160 40	384	2,438
Waupaca	36	133	178	32 00	28 00	135 30	189	464
Wausara	33	145	166	30 00	26 00	22 68	33	354
Winnebago	19	137	120	40 00	25 00	172 85	246	524
Wood	18	102	.....	56 00	29 00	86 64	125	1,165

Financial Receipts, 1894-95.

FINANCIAL RECEIPTS, 1894-95.

COUNTIES— Exclusive of cities under city superin- tendents.	From money on hand June 30, 1894.	From taxes levied at district school meeting.	From taxes levied at annual town meeting.	From taxes levied by county board of supervisors.	From state school fund income.	From all other sources.	Total amount received during the year.
Totals.....	\$838, 214 40	\$1, 449, 525 07	\$207, 531 15	\$560, 537 53	\$454, 020 05	\$394, 779 33	\$3, 904, 607 53
Adams.....	\$3, 845 06	\$6, 999 57	\$81 50	\$3, 288 26	\$3, 389 31	\$1, 601 62	\$19, 205 32
Ashland.....	5, 890 69	1, 300 00	16, 350 00	833 20	1, 746 02	8, 482 13	34, 602 04
Barron.....	17, 986 14	22, 506 02	.....	7, 368 49	6, 380 15	2, 875 01	57, 135 81
Bayfield.....	11, 487 55	10, 250 00	27, 378 55	1, 188 63	3, 102 58	26, 117 03	79, 524 34
Brown.....	17, 655 77	8, 594 64	1, 513 70	12, 838 47	7, 914 16	2, 245 08	50, 761 82
Buffalo.....	6, 033 06	18, 343 75	.....	9, 229 78	6, 180 90	4, 779 71	44, 567 20
Burnett.....	3, 821 47	4, 436 00	809 05	2, 628 00	2, 557 02	1, 582 60	15, 834 14
Calumet.....	10, 998 83	11, 505 43	332 28	9, 134 08	7, 999 92	5, 196 10	45, 156 64
Chippewa.....	18, 972 95	24, 165 06	14, 289 20	7, 849 69	6, 105 85	3, 277 98	74, 860 73
Clark.....	27, 562 69	32, 749 33	.....	9, 086 66	9, 000 59	5, 818 87	84, 238 14
Columbia.....	9, 099 02	29, 984 21	.....	8, 991 34	8, 215 85	3, 372 45	59, 652 87
Crawford.....	8, 018 75	10, 641 47	108 15	6, 382 41	6, 040 57	1, 616 03	32, 807 38
Dane.....	25, 043 83	56, 636 78	193 23	21, 442 07	18, 620 71	9, 385 82	131, 322 44
Dodge.....	16, 878 45	37, 011 22	85 27	17, 423 56	14, 905 59	8, 044 53	94, 348 62
Door.....	8, 147 37	9, 403 76	.....	7, 576 05	7, 061 92	1, 190 51	33, 379 61
Douglas.....	2, 679 92	1, 450 00	12, 393 00	832 69	823 69	2, 080 75	30, 251 05
Dunn.....	11, 460 39	19, 764 07	.....	9, 801 19	8, 290 18	4, 561 08	53, 876 91
Eau Claire.....	11, 925 90	19, 509 82	.....	6, 295 83	5, 695 79	3, 036 74	46, 464 08
Florence.....	4, 817 97	3, 152 49	6, 000 00	805 85	1, 081 31	27 00	15, 884 62
Fond du Lac.....	16, 678 86	31, 185 86	29 66	13, 135 92	10, 541 76	2, 405 17	73, 977 23
Forest.....	585 71	.....	6, 499 98	346 72	222 09	1, 334 50	8, 989 00
Grant.....	28, 389 81	56, 425 27	279 06	17, 224 37	12, 582 81	8, 458 31	123, 339 63
Green.....	12, 864 62	39, 101 52	.....	9, 746 83	7, 786 57	6, 316 82	75, 826 36

Financial Receipts, 1894-5.

Green Lake.....	7,260 02	11,532 97	.....	5,429 91	3,587 39	823 54	28,633 83
Iowa.....	8,387 46	24,847 75	.....	8,971 55	5,861 14	3,596 60	51,864 50
Iron.....	5,685 16	13,419 90	4,000 00	1,681 32	1,932 58	587 63	27,306 59
Jackson.....	16,708 94	19,202 41	.....	9,024 51	7,740 84	4,259 66	56,936 36
Jefferson.....	12,611 75	41,767 80	.....	13,027 28	9,201 77	7,207 27	83,875 90
Juneau.....	9,724 38	25,290 91	.....	8,995 13	3,966 13	7,062 70	55,981 98
Kenosha.....	3,076 90	14,674 74	.....	3,965 15	2,930 15	692 60	25,339 52
Kewaunee.....	7,805 18	11,983 08	.....	9,615 57	7,031 23	385 94	37,020 94
La Crosse.....	8,266 44	11,637 55	.....	6,069 09	5,737 52	2,802 23	60,388 07
Lafayette.....	8,739 95	31,971 94	28 75	9,363 47	7,293 86	3,060 10	34,747 76
Langlade.....	8,414 60	14,717 89	1,820 21	2,397 21	2,511 30	1,157 62	31,018 83
Lincoln.....	4,984 78	1,766 00	11,775 00	1,914 36	1,680 61	2,709 05	24,829 80
Manitowoc.....	20,792 22	43,842 82	.....	20,325 03	14,140 32	4,007 66	103,108 05
Marathon.....	29,100 86	26,478 50	.....	12,567 76	9,769 36	9,867 59	89,100 52
Marquette.....	9,940 02	16,884 83	.....	4,404 82	4,549 93	1,650 78	37,630 38
Marquette.....	5,065 72	6,240 05	.....	5,019 40	4,291 05	989 16	21,642 56
Milwaukee.....	22,256 93	54,797 11	.....	15,001 55	8,535 56	25,543 05	126,134 20
Monroe.....	15,913 65	26,457 56	.....	10,642 59	9,059 54	7,909 39	71,982 73
Oconto.....	13,387 11	10,441 66	.....	5,877 33	2,192 83	3,407 21	40,851 13
Oneida.....	2,179 19	.....	22,200 00	.....	5,065 39	9,814 70	36,376 72
Outagamie.....	14,876 87	16,910 51	.....	11,547 11	3,908 91	1,637 28	50,037 16
Ozaukee.....	8,024 38	16,946 00	.....	8,343 07	3,549 10	5,769 29	44,763 78
Pepin.....	4,445 02	8,049 73	1,772 13	3,570 61	3,549 10	560 77	20,182 73
Pierce.....	16,970 13	28,261 85	7 50	10,064 37	8,690 62	5,778 90	69,981 97
Folk.....	13,063 38	20,367 34	216 10	6,845 14	6,478 95	7,709 63	54,574 20
Portage.....	19,832 22	12,606 72	109 76	9,151 66	5,162 17	2,554 78	49,350 97
Price.....	10,965 75	16,400 24	43 42	6,332 36	2,801 45	9,554 98	58,885 19
Racine.....	8,300 80	16,795 97	18,480 41	6,738 94	5,543 64	1,518 78	37,898 13
Richland.....	11,916 37	22,153 17	.....	9,860 68	8,472 81	3,191 97	55,595 00
Rock.....	18,854 41	45,640 42	4,451 77	10,717 11	10,745 36	5,278 18	95,687 25
St Croix.....	18,115 72	32,278 12	1,284 33	10,146 23	10,428 57	2,688 49	74,941 46
Sauk.....	12,676 18	31,232 20	.....	12,075 06	10,403 53	6,245 72	72,632 69
Sawyer.....	.....	.....	17,000 00	725 99	6,777 85	281 91	18,685 75
Shawano.....	18,938 58	16,467 98	231 97	10,881 71	5,969 00	2,830 65	56,319 89
Sheboygan.....	11,852 83	26,586 33	.....	12,729 94	9,293 65	7,232 95	67,695 70
Taylor.....	12,149 43	17,576 85	6,700 00	4,213 23	3,801 23	5,486 15	49,926 39

Financial Receipts, 1894-95.

FINANCIAL RECEIPTS, 1894-95.—Continued.

COUNTIES— Exclusive of cities under city superin- tendents.	From money on hand June 30, 1894.	From taxes levied at district school meeting.	From taxes levied at annual town meeting.	From taxes levied by county board of supervisors.	From state school fund income.	From all other sources.	Total amount received during the year.
Trempealeau...	\$13,787 13	\$21,105 50	.....	\$9,963 27	\$9,030 51	\$6,119 31	\$60,005 72
Vernon	14,167 23	21,138 70	.....	12,710 58	10,866 75	9,894 78	68,778 04
Vilas	4,458 92	2,525 00	\$8,900 00	875 00	763 81	13,887 78	31,410 51
Walworth.....	12,614 25	61,430 78	.....	8,896 17	8,725 19	43,602 58	135,268 97
Washington...	6,412 50	2,086 11	14,110 41	1,365 18	8,971 88	4,408 33	29,354 41
Washburn....	11,688 17	21,405 05	392 92	11,818 23	8,715 95	6,335 55	60,355 87
Waukesha	19,685 04	50,680 74	.....	13,820 52	11,940 59	12,590 88	108,717 77
Waupaca	15,537 38	19,574 12	.....	11,695 48	10,625 52	4,931 74	62,364 24
Waushara.....	8,004 77	13,625 55	.....	6,674 05	3,963 40	2,415 94	34,686 71
Winnebago....	9,163 38	18,876 04	.....	6,934 41	5,283 62	4,406 95	44,664 40
Wood.....	20,587 49	27,732 31	.....	9,810 51	7,670 73	6,524 74	72,525 78

Financial Disbursements, 1894-95.

FINANCIAL DISBURSEMENTS, 1894-95.

COUNTIES -Exclusive of cities under city superin- tendents.	For building and repairing.	For apparatus.	For services of male teachers.	For services of female teachers.	For old indobted- ness.	For school furniture.	For all other purposes.	Total amount paid out during the year.	Money on hand June 30, 1895.
Totals	\$383,995 16	\$61,641 95	\$595,299 26	\$1,393,548 07	\$176,904 03	\$53,550 93	\$177,633 52	\$3,142,572 92	\$762,034 61
Adams ...	1,987 56	225 00	1,475 00	9,873 70	240 02	369 89	1,828 70	15,999 87	3,205 45
Ashland ...	3,106 72	1,696 90	1,971 00	9,397 00	.....	1,607 00	4,011 16	21,789 78	12,812 26
Barron ...	2,166 76	494 01	18,901 36	9,582 25	709 68	843 10	6,923 89	39,486 05	17,649 76
Bayfield ...	18,823 38	920 79	4,456 00	16,792 15	4,665 05	1,783 12	15,270 45	62,710 94	16,813 40
Brown ...	4,567 06	793 24	10,818 00	16,647 61	1,061 76	682 15	5,113 85	40,288 67	10,473 15
Buffalo ...	4,032 5	1,396 19	11,125 00	13,927 25	2,995 64	868 56	4,821 38	39,186 43	5,380 77
Burnett ...	1,177 32	480 73	1,633 00	4,663 35	292 53	157 53	1,889 85	10,099 31	5,734 83
Calumet ...	5,760 35	276 13	8,112 60	14,598 50	1,754 68	406 92	4,101 40	35,013 58	10,143 06
Chippewa ...	5,455 28	1,831 49	8,759 22	31,094 65	1,270 74	1,367 07	8,832 72	58,611 17	16,049 56
Clark ...	8,454 14	2,624 38	12,179 00	23,727 50	1,273 69	1,255 24	6,910 70	56,424 76	27,803 38
Columbia ...	2,742 59	857 25	10,520 63	27,194 75	1,421 85	597 15	6,292 60	49,556 82	10,096 05
Crawford ...	1,197 50	654 03	5,576 83	13,739 81	1,079 72	271 02	2,879 43	25,398 34	7,409 04
Dane ...	8,759 53	2,397 60	17,901 50	57,071 70	7,418 52	1,450 78	16,270 95	110,970 67	20,351 77
Dodge ...	2,318 58	737 82	20,543 74	38,137 11	2,901 26	564 70	14,274 31	79,467 52	14,881 10
Door ...	1,670 36	225 15	8,678 50	10,086 80	897 15	227 25	3,156 24	24,941 45	8,438 16
Douglas ...	3,137 33	746 97	1,654 09	7,310 00	1,136 92	469 71	3,543 39	17,998 32	2,252 73
Dunn ...	5,573 46	1,021 51	8,125 25	21,397 05	1,192 79	620 96	5,249 24	43,180 26	10,696 65
Eau Claire ...	3,369 42	1,282 04	5,449 93	18,369 00	1,762 11	448 29	5,059 08	35,739 87	10,724 21
Florence ...	962 54	456 13	1,260 00	5,075 63	50 05	220 16	2,366 44	10,380 95	5,503 67
F. du Lac ...	4,130 08	939 29	10,246 00	31,884 85	2,493 71	1,291 26	8,202 50	59,158 29	14,818 94
Forest ...	2,176 27	339 55	250 00	2,781 40	35 00	94 36	1,697 06	7,373 64	1,615 36
Grant ...	14,352 18	1,849 77	17,917 65	51,373 89	3,835 69	1,335 13	12,923 62	108,587 93	19,751 70

Financial Disbursements, 1894-95.

FINANCIAL DISBURSEMENTS, 1894-95.

COUNTIES -Exclusive of cities under city superin- tendents.	For building and repairing.	For apparatus.	For services of male teachers.	For services of female teachers.	For old indebted- ness.	For school furniture.	For all other purposes.	Total amount paid out during the year.	Money on hand June 30, 1895.
Green.....	3,800 98	1,034 21	9,298 38	29,666 45	7,291 05	528 26	9,989 39	61,608 72	14,217 64
Green L....	1,297 00	351 52	4,507 84	12,456 25	1,980 13	473 08	3,139 51	21,205 33	4,428 50
Iowa.....	3,602 41	760 80	7,522 48	25,589 50	2,874 65	424 87	6,898 15	47,672 86	4,191 64
Iron.....	2,253 29	781 06	2,840 00	8,210 50	61 25	192 25	5,586 66	19,935 01	7,371 58
Jackson...	2,758 40	934 76	8,484 82	18,994 48	1,880 90	311 13	5,399 45	38,703 94	18,172 42
Jefferson..	8,341 54	971 23	9,846 90	37,068 88	4,433 28	1,081 15	12,489 59	74,232 57	9,643 33
Juneau...	3,153 79	460 25	7,979 00	23,468 40	6,535 55	1,121 72	8,030 07	50,748 78	5,233 20
Kenosha...	1,896 82	328 27	4,442 00	12,944 85	623 64	259 66	2,471 57	22,966 81	2,372 71
Kewaunee..	1,484 33	994 51	13,524 68	10,215 00	646 63	485 31	4,206 86	31,557 32	5,463 62
La Crosse..	3,457 16	963 72	4,297 07	13,763 50	782 03	620 13	3,565 84	27,384 20	7,363 56
Lafayette..	2,559 03	695 95	1,973 50	28,653 50	723 19	904 87	8,189 80	54,425 18	5,962 89
Langlade..	1,921 61	358 44	2,180 00	13,747 72	677 05	574 55	2,561 53	22,789 33	8,229 50
Lincoln...	5,932 11	1,017 53	30,562 80	29,586 75	7,807 57	385 90	10,227 31	16,929 58	7,900 22
Manitowoc.	6,585 01	1,588 91	18,403 20	22,393 43	3,113 43	911 51	7,038 59	60,060 08	29,040 44
Marathon..	2,530 62	389 28	5,428 00	12,094 75	206 56	445 74	4,165 89	17,632 86	4,009 70
Marquette.	1,035 73	240 86	4,582 65	8,874 00	427 62	464 41	2,007 59	107,731 19	18,403 01
Milwaukee.	22,344 17	2,050 85	19,508 05	32,838 03	10,868 00	2,215 61	17,905 88	155,819 11	16,163 62
Monroe....	5,562 85	884 73	10,943 06	27,694 47	1,071 10	893 96	8,368 84	28,083 16	12,767 97
Oconto....	3,524 61	497 58	4,727 00	13,048 87	1,156 42	574 95	4,553 73	24,171 40	12,205 32
Oneida....	2,565 26	386 05	2,200 00	12,170 00	1,228 85	784 55	4,856 69	41,677 78	8,359 38
Outagamie.	3,088 59	672 03	5,426 52	23,557 93	2,565 59	1,052 36	5,314 76	40,312 25	4,451 53
Ozaukee...	7,218 17	278 75	15,822 00	9,186 04	3,019 38	346 11	4,431 80	16,537 69	3,585 04
Pepin	1,076 55	344 80	4,588 75	8,080 50	86 40	353 46	2,087 23	58,072 94	11,909 03
Pierce	8,870 17	1,171 58	11,902 00	22,762 98	4,269 08	985 76	8,111 37		

Financial Disbursements, 1894-95.

Polk.....	5,347 62	1,002 65	6,612 40	19,672 24	2,749 51	970 59	5,638 54	42,018 55	12,555 65
Portage....	2,567 71	1,703 73	5,270 25	15,634 50	5,546 27	512 56	3,808 97	31,043 99	18,306 98
Price.....	17,723 93	1,340 36	2,992 00	14,810 25	1,193 43	1,298 02	6,011 87	45,369 86	13,465 33
Racine.....	1,630 89	1,797 19	6,540 50	16,930 70	435 40	280 16	4,501 11	30,875 95	7,022 18
Richland...	5,535 70	1,072 75	9,513 97	21,178 21	2,657 53	677 84	5,992 92	46,628 92	8,966 08
Rock.....	4,067 10	795 51	10,252 21	41,601 71	5,767 88	701 32	11,147 35	74,333 08	21,354 17
St. Croix...	3,198 27	818 12	13,077 75	28,215 67	2,306 64	596 92	8,967 43	57,110 80	17,830 66
Sauk.....	5,369 01	1,727 77	10,400 14	31,191 55	4,806 17	1,117 15	7,860 11	62,471 90	10,160 79
Sawyer....	1,435 00	730 00	2,285 00	6,100 00	4,535 75	175 00	3,425 00	18,685 75	.....
Shawano...	3,686 27	517 50	7,829 33	17,995 99	2,564 33	992 59	6,578 69	40,164 73	15,155 16
Sheboygan	6,309 47	348 22	15,289 50	22,578 11	3,801 20	984 01	10,077 36	59,397 87	8,297 83
Taylor.....	8,838 29	736 01	5,620 60	13,240 00	1,300 81	239 11	5,429 53	35,404 35	14,522 54
Trempleau	9,504 48	1,508 66	8,212 50	20,229 75	1,938 87	695 76	7,257 10	49,347 12	10,658 60
Vernon....	7,259 13	1,400 10	10,740 42	25,834 66	3,428 77	1,339 99	7,161 41	57,164 48	11,613 56
Vilas.....	4,990 56	28 83	1,485 00	5,197 40	4,200 00	740 47	11,725 01	28,367 29	3,043 22
Walworth...	37,684 69	970 94	12,327 50	43,300 64	4,551 64	2,285 01	21,667 81	122,788 23	12,480 74
Washburn	2,731 23	1,242 37	3,254 00	8,808 00	1,292 14	650 92	5,700 96	23,679 62	5,674 79
Wash'gton	4,276 76	452 53	16,685 00	18,342 54	5,397 64	635 80	6,047 76	51,838 03	8,517 84
Waukesha	18,160 57	1,191 19	12,631 25	41,469 91	7,720 42	1,565 76	15,656 39	98,295 49	10,422 28
Waupaca..	5,134 56	1,270 95	8,652 55	25,601 05	2,334 85	709 25	5,888 13	49,591 34	12,772 90
Waushara.	3,419 32	769 35	4,078 25	16,543 75	2,422 30	854 21	3,390 47	29,477 65	5,209 06
Win'ebago	3,236 29	536 52	4,638 00	19,332 27	2,465 99	596 73	6,161 55	36,957 35	7,707 65
Wood.....	5,364 59	406 56	7,302 13	21,305 75	5,208 19	852 42	9,266 72	49,706 36	22,619 42

Cities Under City Superintendents, 1894-95.

CITIES UNDER CITY SUPERINTENDENTS, 1894-95.

CITIES.	CHILDREN RESIDING IN CITY.			ENROLLMENT IN SCHOOLS.										Average daily attendance of all pupils.
	No. between 4 and 20.			No. between 7 and 13.	No. between 4 and 20 who have attended public schools.			Under 4.	Over 20.	Total No. enrolled.	No. between 7 and 13 who attended			
	Male.	Female.	Total.		Pub. sch. 12 weeks or more.	Priv. sch. 12 weeks or more.								
Totals.....	109,951	113,132	223,083	93,241	50,313	50,336	101,635	9	196	104,352	60,268	30,832	78,142	
Antigo.....	809	727	1,536	991	362	402	764	.....	2	764	448	233	607
Appleton.....	2,561	2,774	5,335	2,307	1,140	1,079	2,219	.....	2	2,221	1,209	1,028	1,627
Ashland.....	1,680	1,721	3,401	1,446	910	968	1,898	1	2	1,901	1,039	331	1,253	
Baraboo.....	757	850	1,607	704	636	776	1,412	.....	3	1,415	681	.....	1,080
Beaver Dam.....	911	873	1,784	755	458	430	888	.....	1	889	572	146	801
Beloit.....	1,257	1,253	2,510	1,005	857	855	1,712	.....	6	1,718	981	19	1,264
Berlin.....	754	724	1,478	624	389	411	800	.....	.....	800	366	258	590
Brodhead.....	211	215	426	221	191	217	408	.....	5	413	216	.....	320
Chip. Falls.....	1,484	1,601	3,085	1,369	627	696	1,323	.....	2	1,325	1,816	461	1,084
Columbus.....	322	303	625	272	232	240	472	.....	2	474	262	22	332
De Pere.....	475	498	973	357	140	148	288	.....	1	289	145	204	252
Eau Claire.....	3,070	3,136	6,206	2,859	1,852	1,798	3,650	.....	7	3,657	2,356	416	2,791
Fond du Lac.....	2,253	2,506	4,759	1,764	.....	.....	.....	.....	.....	2,512	1,314	400	1,804
Ft. Howard.....	1,095	1,126	2,221	913	650	702	1,352	.....	.....	1,352	850	75	889
Grand Rap's.....	369	361	733	289	227	193	420	.....	1	421	206	92	323
Green Bay.....	1,772	1,795	3,567	1,576	922	903	1,830	.....	1	1,831	1,076	457	1,339

Cities under City Superintendents, 1894-95.

Hudson.....	475	509	984	394	378	407	785	.....	785	353	45	600
Janesville...	2,132	2,151	4,283	1,426	1,077	1,157	2,234	.....	2,234	1,184	223	1,707
Kaukauna...	1,131	1,151	2,272	1,046	339	323	662	.....	662	600	941	.....
Kenosha...	1,327	1,315	2,642	823	471	471	942	.....	942	368	455	789
La Crosse...	4,648	5,095	9,743	4,314	2,451	2,485	4,936	.....	4,944	3,075	935	3,931
Madison...	2,341	2,440	4,781	1,927	1,173	1,205	2,378	.....	2,378	1,385	508	1,858
Marquette...	2,480	2,371	4,851	2,238	1,641	1,534	3,175	.....	3,175	1,770	352	2,205
Menasha...	1,030	1,024	2,054	934	370	378	748	.....	748	929	623	518
Menomonie...	1,088	1,033	2,141	915	673	648	1,321	.....	1,331	728	169	1,059
Merrill...	1,339	1,265	2,605	1,540	805	927	1,732	.....	1,732	916	220	1,155
Milwaukee...	44,217	45,217	89,434	35,204	16,879	16,258	33,168	.....	33,168	18,553	15,374	25,324
Mineral P't.	1,529	1,573	1,102	443	364	374	738	.....	741	427	43	590
Neenah...	1,047	1,178	2,225	962	578	672	1,250	.....	1,252	837	102	980
New London...	425	432	857	409	220	220	440	.....	442	217	171	311
Oconto...	980	939	1,929	921	451	402	853	.....	853	432	478	631
Onalaska...	306	306	612	282	225	207	432	.....	433	273	5	343
Oshkosh...	4,136	4,292	8,428	3,137	1,631	1,613	3,244	.....	3,244	1,839	1,183	2,814
Portage...	862	945	1,807	757	.....	.....	986	.....	986	490	241	715
Pra. d. Chien	569	604	1,173	549	273	285	568	.....	571	266	253	378
Racine...	3,935	4,175	8,140	3,726	1,976	2,045	4,021	.....	4,027	2,586	986	3,236
Reedsburg...	315	331	646	286	246	239	485	.....	485	253	33	370
Rice Lake...	505	462	967	447	301	337	638	.....	638	402	82	354
Ripon...	556	571	1,127	450	389	380	779	.....	781	434	14	664
Sheboygan...	3,730	3,743	7,473	3,212	1,644	1,627	3,271	.....	3,273	1,839	1,262	2,414
Stevens P't.	1,706	1,752	3,458	1,552	822	798	1,620	.....	1,620	1,018	560	1,227
Sturgeon Bay	511	509	1,020	431	302	303	605	.....	607	320	114	415
Superior...	2,733	2,918	5,651	2,652	2,390	2,461	4,841	.....	4,921	2,644	276	3,056
Tomahawk...	347	394	741	327	281	323	604	.....	604	312	.....	377
Watertown...	1,872	1,840	3,712	1,547	570	564	1,134	.....	1,134	921	636	873
Waupaca...	414	466	880	628	362	342	704	.....	717	419	.....	489
Wausau...	1,954	2,151	4,105	1,900	1,098	1,113	2,211	.....	2,211	1,212	336	1,682
Whitewater...	501	493	994	410	340	385	725	.....	731	320	80	631

Financial Receipts, 1894-95.

CITIES—UNDER CITY SUPERINTENDENTS—FINANCIAL RECEIPTS—1894-95.

Cities.	Amount on hand June 30, '94.	From taxes for building and repairs.	From taxes for teachers' wages.	From general tax for school purposes.	From tax levied by county board	From income of school fund.	From all other sources.	Total.
Totals.....	\$815,381 76	\$247,686 55	\$15,158 30	\$1,149,559 73	\$266,410 93	\$242,702 58	\$128,610 42	\$2,865,510 27
Antigo.....	\$2,181 43	.....	.....	\$6,300 00	\$1,993 43	\$2,069 87	\$3,016 00	\$15,560 73
Appleton.....	3,663 44	.....	.....	31,200 00	6,499 97	563 82	28,042 56	107,956 93
Ashland.....	2,390 84	\$30,487 14	\$7,500 00	13,570 68	5,113 17	5,113 17	28,289 00	26,476 86
Baraboo.....	8,387 04	.....	.....	16,118 00	2,112 84	1,784 28	1,077 80	29,479 96
Beaver Dam.....	5,187 41	.....	.....	9,000 00	2,186 13	2,186 13	338 45	18,898 12
Beloit.....	5,268 88	12,016 41	.....	14,500 00	2,892 34	2,704 80	1,618 13	39,000 56
Berlin.....	6,434 53	.....	.....	5,500 00	1,941 87	1,705 86	777 97	16,420 23
Brodhead.....	1,028 37	.....	.....	4,000 00	1,153 89	281 91	265 50	6,729 67
Chippewa Falls.....	11,001 09	.....	.....	15,000 00	3,936 66	.....	525 07	30,462 82
Columbus.....	2,575 95	10,044 00	.....	3,590 00	811 49	779 78	700 31	18,501 53
De Pere.....	4,067 42	.....	.....	2,812 00	1,247 08	1,126 17	389 28	9,641 95
Eau Claire.....	15,483 14	10,000 00	.....	40,000 00	8,177 00	7,554 65	1,323 16	82,537 95
Fond du Lac.....	13,385 76	21,068 00	.....	25,000 00	6,274 77	5,819 49	1,352 70	72,900 72
Ft. Howard.....	.....	.....	.....	8,000 00	2,781 85	2,521 08	291 91	13,594 84
Grand Rapids.....	2,421 08	.....	.....	4,000 00	.....	.....	298 16	6,719 24
Green Bay.....	21 04	.....	.....	19,835 28	4,307 82	4,491 67	444 69	29,100 50
Hudson.....	3,355 00	.....	.....	6,892 52	1,324 44	1,117 48	500 00	13,189 44
Janesville.....	4,530 71	55,813 00	.....	18,000 00	6,088 00	5,312 32	839 23	90,583 26
Kaukauna.....	4,580 05	.....	.....	7,833 87	3,591 00	.....	304 19	16,309 11
Kenosha.....	9,296 18	.....	.....	8,345 67	3,200 00	2,822 96	1,374 92	25,039 73
La Crosse.....	31,713 27	.....	.....	58,700 00	12,154 65	11,721 26	2,568 97	116,858 15
Madison.....	13,686 63	.....	.....	29,056 02	6,221 00	5,894 40	5,044 76	59,902 81
Marinette.....	550 47	20,000 00	.....	30,750 00	5,570 38	281 91	653 07	58,135 83

Financial Receipts, 1894-95.

Menasha	7,684 36	985 00	4,250 00	2,070 00	2,608 15	2,387 23	384 30	20,339 04
Menomonee	5,630 61	.....	.....	15,500 00	2,632 58	2,486 70	717 46	26,967 35
Merrill	6,588 84	.....	.....	8,700 00	4,000 00	3,035 61	4,945 03	27,269 48
Milwaukee	370,866 47	.....	.....	384,861 00	115,000 00	105,779 92	7,521 92	984,029 31
Mineral Point ..	547 71	.....	.....	5,000 00	1,390 92	1,290 92	690 23	9,019 78
Neenah	7,821 74	.....	.....	11,889 98	2,770 36	3,042 40	338 38	25,962 86
New London	1,550 85	.....	.....	3,263 70	704 87	281 91	339 58	6,146 91
Oconto	36,954 41	.....	3,408 30	1,213 75	2,781 85	2,549 32	.....	46,907 63
Onalaska	1,376 15	.....	.....	3,700 00	827 77	736 80	.....	7,112 63
Oshkosh	3,606 91	.....	.....	43,634 39	.....	10,533 78	471 91	59,890 35
Portage	1,505 58	.....	.....	4,614 42	2,635 65	2,394 60	3,115 27	47,041 89
Prairie du Chien ..	5,721 40	.....	.....	1,792 85	1,499 48	1,707 61	160 50	10,811 84
Racine	25,314 43	.....	48,813 00	35,000 00	12,000 00	9,865 22	6,587 75	137,580 40
Reedsburg	2,375 62	.....	3,000 00	4,500 00	831 85	767 50	585 17	12,060 14
Rice Lake	1,737 12	.....	.....	6,059 62	1,390 07	1,380 07	285 83	10,842 71
Ripon	490 44	.....	.....	10,198 52	1,456 06	1,720 51	6,629 18	20,494 71
Sheboygan	29,583 28	.....	.....	49,836 49	10,683 66	281 91	280 75	90,676 09
Stevens Point	5,067 06	.....	.....	15,000 00	4,076 43	4,076 43	460 14	28,680 06
Sturgeon Bay	1,365 43	.....	.....	5,267 00	1,314 94	1,258 70	146 15	9,352 22
Superior	127,853 29	.....	.....	110,000 00	.....	6,653 38	3,013 70	247,520 37
Tomahawk	4,920 22	.....	.....	8,986 50	884 53	1,008 03	.....	15,809 28
Watertown	7,319 88	.....	.....	7,335 80	4,498 46	5,480 03	226 09	24,860 26
Waupaca	512 20	.....	.....	7,165 75	1,168 38	932 05	623 67	10,402 05
Wausau	5,000 00	.....	.....	15,475 50	.....	5,475 00	38,023 84	63,974 34
Whitewater	2,748 03	.....	.....	11,414 42	1,384 14	1,563 94	597 10	17,707 63

Financial Disbursements, 1894-95.

CITIES -- FINANCIAL DISBURSEMENTS, 1894-5.

Cities— Under city superintendents.	For build- ing and repairing.	For ap- paratus and library.	For wages of male teachers.	For wages of female teachers.	For old indebted- ness.	For all other purposes.	Total.	Balance on hand June 30, 1895.	Deficit.
Totals.....	\$294,794 89	\$14,866 39	\$148,931 79	\$1,078,978 51	\$59,857 59	\$379,132 76	\$1,976,561 93	\$903,621 70	\$14,673 42
Antigo.....	\$658 43	\$120 98	\$1,100 00	\$6,111 00	\$3,000 00	\$2,751 77	\$13,742 18	\$1,818 55	.....
Appleton.....	21,862 05	1,520 48	9,175 00	20,087 90	20,086 30	23,306 80	96,048 53	11,908 40	.....
Ashland.....	215 15	30 75	3,075 00	15,496 80	.....	7,458 76	26,276 46	11,900 40	.....
Baraboo.....	305 95	160 20	540 00	9,776 00	.....	7,864 64	18,646 79	10,833 17	.....
Beaver Dam.....	815 34	50 00	1,700 00	7,295 00	1,877 46	3,378 90	15,116 70	3,781 42	.....
Beloit.....	16,400 60	300 74	1,692 50	15,135 00	5,421 72	.....	39,000 56	.....	.....
Berlin.....	202 08	300 00	2,050 00	4,739 92	.....	2,627 70	9,939 70	6,480 53	.....
Brodhead.....	519 66	105 36	1,050 00	3,077 50	112 50	781 66	5,646 68	1,082 99	.....
Chippewa F.....	473 55	828 35	2,365 00	13,140 00	.....	4,628 43	21,435 33	9,027 40	.....
Columbus.....	6,027 64	.....	1,400 00	3,192 50	.....	967 69	11,577 83	6,923 70	.....
De Pere.....	284 39	24 18	495 00	3,230 00	1,100 00	1,102 12	6,235 69	3,406 26	.....
Eau Claire.....	3,135 56	216 00	6,612 25	27,870 04	6,209 74	12,268 02	56,401 61	26,136 34	.....
Fond du Lac.....	24,186 10	212 15	2,850 00	21,589 51	.....	13,075 78	61,913 54	10,987 18	.....
Fort Howard.....	749 38	267 18	2,175 00	8,265 20	.....	2,138 04	13,594 80	04	.....
Grand Rapids.....	1,602 98	.....	1,475 00	2,835 00	.....	466 41	6,379 40	339 84	.....
Green Bay.....	5,774 12	135 00	2,700 00	15,489 51	708 96	4,832 91	29,750 50	.....	\$350 00
Hudson.....	.....	50 00	1,200 00	5,940 00	.....	2,400 00	9,590 00	3,599 44	.....
Janesville.....	39,512 17	6 00	3,426 00	16,673 10	.....	7,170 22	66,787 49	23,795 77	.....
Kaukauna.....	759 84	267 95	2,965 00	5,421 98	3,441 12	1,677 94	14,533 83	1,775 28	.....
Kenosha.....	.....	100 00	2,075 17	9,375 00	.....	3,637 34	15,107 51	9,892 22	.....
La Crosse.....	3,131 32	182 55	13,210 00	48,357 63	.....	19,898 33	84,839 83	32,028 32	.....
Madison.....	14,694 51	139 67	4,400 00	24,661 60	1,000 00	9,165 03	53,935 81	5,901 00	.....
Marquette.....	28,430 30	2,418 10	2,900 00	23,904 15	588 50	12,403 63	70,644 68	.....	12,508 85

Financial Disbursements, 1894-95.

Menasha.....	274 22	48 17	1,750 00	4,837 75	2,818 07	9,728 21	10,660 83	.....
Menomonie..	243 35	164 75	4,835 00	11,618 18	6,299 19	23,160 47	3,806 88	.....
Merrill.....	1,949 01	801 15	1,710 00	11,784 51	2,560 16	18,804 83	8,464 65	.....
Milwaukee..	.....	2,101 88	.....	479,366 41	102,420 34	583,888 63	400,140 68	.....
Mineral Pt..	.....	.....	2,515 00	3,555 00	2,320 00	8,390 00	629 78	.....
Neeah.....	3,460 94	287 82	1,500 00	8,762 50	4,721 90	19,833 16	6,129 70	.....
New London.	317 26	136 48	1,000 00	3,060 00	1,359 19	5,872 83	273 98	.....
Oconto.....	3,400 00	.....	3,600 00	5,824 00	1,947 51	14,771 51	32,136 12	.....
Onalaska....	28 85	119 52	1,300 00	2,856 00	717 17	5,021 54	2,091 09	.....
Oshkosh....	2,886 02	439 21	11,795 00	33,150 00	10,308 74	58,578 97	1,311 38	.....
Portage.....	8,808 12	141 50	1,400 00	7,640 00	2,484 01	20,473 63	26,568 26	.....
Prairie du C.	1,730 18	75 70	1,940 00	2,450 00	1,613 17	7,809 05	3,002 79	.....
Racine.....	38,660 10	455 10	11,450 00	31,927 50	11,698 85	94,191 55	43,388 85	.....
Reedsburg...	436 09	62 25	1,572 50	3,262 50	1,540 24	6,873 58	5,186 56	.....
Rice Lake...	140 89	74 30	1,200 00	3,785 00	1,974 20	7,174 39	3,698 32	.....
Ripon.....	1,677 26	58 22	1,935 00	3,785 00	8,378 44	19,747 67	747 04	.....
Sheboygan..	8,659 72	321 00	9,025 00	28,385 00	10,813 79	58,484 51	32,191 58	.....
Stevens Pt..	849 27	687 29	2,520 00	13,675 25	4,498 69	23,330 50	5,349 56	.....
Sturgeon Bay	557 70	43 19	1,675 00	3,886 13	970 34	7,141 36	2,210 86	.....
Superior....	8,940 26	.....	3,623 37	60,744 85	34,817 24	114,505 55	133,014 82	.....
Tomahawk..	296 41	963 87	900 00	4,860 00	3,486 96	11,333 70	4,475 58	.....
Watertown..	1,572 17	16 48	3,430 00	8,612 60	3,017 80	16,649 15	8,211 11	.....
Waupaca....	346 61	207 87	1,100 00	4,932 50	3,674 38	11,896 36	.....	1,484 31
Wausau.....	38,219 33	75 00	4,375 00	14,850 74	6,454 27	63,974 34	.....	.....
Whitewater.	1,550 00	150 00	2,150 00	7,300 00	4,187 89	17,737 89	.....	30 26

Free High School Statistics, 1894-95.

FREE HIGH SCHOOLS HAVING FOUR YEAR COURSES, 1894-5.

Location.	Principal.	Legal qualifications of principal.	Salary of the principal.	No. TEACHERS EMPLOYED.		ENROLLMENT IN HIGH SCHOOL.		
				Male.	Fe- male.	Pupils under 20 years of age.		Pupils over 20.
						Male.	Female.	Total.
Totals			\$151,758	163	219	4,481	6,188	10,673
Ahnapee	W. W. Williams	Lawrence Univ. Dip.	\$800	1	1	23	15	38
Antigo	C. O. Marsh	Univ. of Wis. Dip.	1,200	1	2	29	33	62
Appleton	F. E. McGovern	Univ. of Wis. Dip.	1,600	4	4	32	64	96
Appleton	W. F. Winsey	Unlimited State Certif.	1,300	2	1	15	11	26
Arcadia	Geo. O. Banting	Unlimited State Certif.	900	1	1	32	26	58
Argyle	R. H. Mueller	Univ. of Wis. Dip.	810	1	1	17	15	32
Ashland	E. H. Cassells	Univ. of Wis. Dip.	1,000	1	2	21	51	72
Augusta	L. W. Wood	Unlimited State Certif.	1,200	1	1	21	37	58
Baraboo	J. E. McCollins	Platteville N. S. Dip.	1,300	1	5	73	95	168
Bayfield	E. D. Rounds	Unlimited State Certif.	1,160	1	2	21	24	45
Beaver Dam	H. B. Hubbell	Dartmouth College Dip.	1,600	1	3	50	74	124
Beloit	A. R. Whitson	Chicago Univ. Dip.	900	1	5	41	136	177
Berlin	F. A. Lowell	Univ. of Wis. Dip.	1,300	2	1	34	36	70
Black Earth	H. A. Whipple	Unlimited State Certif.	1,100	1	2	18	26	44
Blk. River Falls	J. H. Dorse	State N. S. Dip.	1,550	2	3	53	56	109
Bloomington	S. E. Pearson	Platteville N. S. Dip.	900	1	1	11	28	39
Boscobel	F. W. Meisnest	Mil. N. S., and U. W. Dip.	1,200	2	1	16	54	70
Brodhead	R. W. Pringle	Harvard Univ. Dip.	1,200	1	2	31	53	84
Burlington	Alexander Corstvet	Whitewater N. S. Dip.	1,100	1	2	28	37	65

Free High School Statistics, 1894-95.

FREE HIGH SCHOOLS HAVING FOUR YEAR COURSES, 1894-5—Continued.

Location.	Principal.	Legal qualifications of principal.	Salary of principal.	No. TEACHERS EMPLOYED.		ENROLLMENT IN HIGH SCHOOL.			Pupils over 20.
				Male.	Fe- male.	Pupils under 20 years of age.			
						Male.	Female.	Total.	
Kenosha.....	E. C. Wiswall.....	Unlimited State Certif.....	\$1,500	1	4	47	73	120	1
Kewaunee.....	M. McMahon.....	Unlimited State Certif.....	950	1	1	25	27	52	0
Lake Geneva.....	A. F. Bartlett.....	Oberlin College Dip.....	1,600	1	2	33	37	70	0
Lake Mills.....	Allen B. West.....	Whitewater N. S. Dip.....	1,200	1	2	26	32	58	0
Lancaster.....	L. L. Clarke.....	Unlimited State Certif.....	1,150	1	2	37	52	89	4
Lodi.....	R. E. Loveland.....	Oberlin College Dip.....	1,100	1	1	28	43	71	0
Madison.....	J. H. Hutchison ..	Univ. of Wis. Dip.....	1,800	1	12	190	207	397	0
Marquette.....	G. E. Maxwell ..	Special license.....	1,000	2	2	40	83	123	0
Marshall.....	Wm. Fowle.....	Unlimited State Certif.....	1,050	1	1	16	29	45	0
Marshfield ..	G. W. Paulus.....	Univ. of Wis. Dip.....	1,500	1	2	39	69	108	0
Mauston.....	A. H. Fletcher ..	Milwaukee N. S. Dip.....	1,200	1	1	34	50	84	6
Mayville.....	L. S. Keeley.....	State N. S. Dip.....	1,100	2	1	26	21	47	3
Mazomanie...	O. M. Salisbury ..	Whitewater N. S. Dip.....	900	1	1	25	30	55	4
Medford.....	J. H. Francis.....	Univ. of Wis. Dip.....	800	1	1	22	35	57	4
Menasha.....	A. B. Dunlap.....	Univ. of Wis. Dip.....	1,200	1	2	28	36	64	0
Merrill.....	Anna E. Anderson..	Unlimited State Certif.....	1,100	1	3	30	61	91	0
Mineral Point.	A. R. Jolly.....	Unlimited State Certif.....	1,300	2	1	40	57	97	2
Monroe.....	Alvin F. Kote.....	Univ. of Wis. Dip.....	1,750	2	2	46	80	126	8
Montfort.....	David Jones.....	Plattville N. S. Dip.....	630	1	1	30	36	66	0
Necedah.....	C. H. Maxon.....	Unlimited State Certif.....	1,100	1	1	23	42	65	1
Neeah.....	J. F. Conant.....	Unlimited State Certif.....	1,600	1	3	36	58	94	2

Free High School Statistics, 1894-95.

Neillsville	W. L. Morrison ..	Unlimited State Certif	1,500	1	2	37	51	88	4
New Lisbon ..	S. A. Bostwick ..	Univ. of Wis. Dip ..	1,100	1	1	22	26	48	1
New London ..	De Witt Elwood ..	Lawrence Univ. Dip ..	800	1	1	25	41	66	2
New Richm'nd ..	J. W. T. Ames ..	Lawrence Univ. Dip ..	945	2	1	47	52	99	6
Oconomowoc ..	C. R. Cross ..	Illinois State N. S. Dip ..	1,000	1	2	37	57	94	0
Oconto	R. L. Cooley ..	Oshkosh N. S. Dip ..	1,000	2	2	33	46	79	0
Omro	E. E. Sheldon ..	Unlimited State Certif	810	1	1	42	51	93	3
Onalaska	J. F. Sims ..	Unlimited State Certif	1300	1	1	25	21	46	0
Oregon	H. M. Haskell ..	Univ. of Wis. Dip ..	930	1	1	34	32	66	7
Plainfield	Eber Dafee ..	Unlimited State Certif	765	1	1	12	24	36	1
Plymouth	Otto Gaffron ..	Unlimited State Certif	1,000	1	1	35	45	80	3
Portage	W. G. Clough ..	Univ. of Wis. Dip ..	1,400	1	2	42	61	103	0
Poynette	Henry S. Youker ..	Univ. of Wis. Dip ..	800	1	1	34	28	62	1
Fra. du Chien ..	M. N. McIver ..	Beloit College Dip ..	1,100	1	2	31	51	82	1
Prairie du Sac ..	J. F. Bergen ..	Whitewater N. S. Dip ..	1,000	1	1	18	20	38	1
Prescott	Jas. Goldworthy ..	Univ. of Wis. Dip ..	1,000	1	1	27	30	57	4
Racine	A. J. Volland ..	Univ. of Michigan Dip ..	2,200	2	5	87	106	192	1
Reedsburg	W. N. Parker ..	Univ. of Wis. Dip ..	1,250	2	2	27	44	71	5
Rhineland	C. M. Gleason ..	Whitewater N. S. Dip ..	1,400	1	2	28	39	67	0
Rice Lake	Geo. M. McGregor ..	Univ. of Wis. Dip ..	1,200	1	1	18	20	38	0
Richland Cen. ..	A. E. Brainerd ..	Unlimited State Certif	1,350	1	2	56	64	120	2
Ripon	A. E. Schaub ..	Univ. of Wis. Dip ..	1,200	1	2	30	38	68	1
River Falls	H. L. Wilson ..	Indiana Univ. Dip ..	1,200	1	1	26	33	59	1
Sauk City	W. H. Schulz ..	Unlimited State Certif	1,100	2	2	46	20	66	1
Seymour	R. H. Schmidt ..	Univ. of Wis. Dip ..	1,755	1	1	41	34	75	4
Sharon	J. G. Skeels ..	Unlimited State Certif	900	1	2	16	30	46	0
Shawano	E. H. Reynolds ..	Milwaukee N. S. Dip ..	800	1	2	22	44	66	1
Sheboygan	J. E. Riordan ..	State N. S. Dip ..	1,700	2	2	35	60	95	2
Sheb'yg'nF'lls ..	F. F. Showers ..	Univ. of Wis. Dip ..	1,000	2	2	24	21	46	1
Shullsburg	M. M. Warner ..	Unlimited State Certif	1,050	2	1	16	34	50	1
Sparta	J. W. Livingston ..	Platteville N. S. Dip ..	1,900	1	3	82	105	187	19
Spring Green	J. D. Rouse ..	Unlimited State Certif	1,000	1	1	28	30	58	2
Stevens Point ..	H. A. Simonds ..	Amherst College Dip ..	1,800	3	2	45	113	158	0
Stoughton	A. H. Sholtz ..	Whitewater N. S. Dip ..	1,200	1	2	51	55	106	2
Sturgeon Bay	E. E. Beckwith ..	Unlimited State Certif	1,100	1	2	25	31	56	2
Sun Prairie	James Melville ..	Univ. of Wis. Dip ..	900	1	1	15	25	40	0

Free High School Statistics, 1894-95.

FREE HIGH SCHOOLS HAVING THREE YEAR COURSES—1894-95.

Location.	Principal.	Legal qualifications of the principal.	Salary of principal.	No. TEACHERS EMPLOYED.		ENROLLMENT IN HIGH SCHOOL.			
				Male.	Female.	Pupils under 20 years of age.		Pupils over 20.	
						Male.	Female.		
Totals.....			\$47,185	67	14	1,119	1,672	2,791	55
Alma	John Bille	River Falls N. S. Dip	\$800	1		21	17	38	.....
Almond	P. J. Dolan	Platteville N. S. Dip	275	2		11	8	19	.....
Amherst	O. H. Day	Unlimited State Certif.	630	1		23	24	47	.....
Avoca	James Foy	Platteville N. S. Dip	540	1		9	15	24	.....
Bangor	F. A. Harrison	Whitewater N. S. Dip	800	1		10	16	26	.....
Barron	T. H. Lage	Milwaukee N. S. Dip	1,000	2		22	22	44	.....
Belleville	John A. Pratt	Univer. of Wis. Dip	750	1		19	26	45	3
Brillion	F. A. Thayer	Whitewater N. S. Dip	675	1		30	25	55	1
Bloomer	Elmer C. Roberts	Platteville N. S. Dip	675	1		11	19	30	.....
Brandon	Chas. J. O'Connor	Univer. of Wis. Dip	800	1		31	21	52	5
Brimmwood	M. P. Cady	Unlimited State Certif.	675	1					.....
Cadott	Elsie O. Ewing	Platteville N. S. Dip	630		1	5	16	21	.....
Cambridge	Franklin Gould	Unlimited State Certif.	700	1		9	18	27	1
Chetek	B. F. Budworth	Platteville N. S. Dip	620	1		24	43	67	2
Clintonville	W. H. Hickok	Unlimited State Certif.	850	1		25	15	40	.....
Cobb	Lewis A. Jones	Platteville N. S. Dip	540	1		4	12	16	.....
Colby	F. M. Jackson	Univer. of Wis. Dip	750	1		21	20	41	1
Cuba City	Thos. Metcalf	Platteville N. S. Dip	630	1		14	10	24	1

Free High School Statistics, 1894-95.

FREE HIGH SCHOOLS HAVING THREE YEAR COURSES—1894-95—Concluded.

Location.	Principal.	Legal qualifications of the principal.	Salary of principal.	No. TEACHERS EMPLOYED.		ENROLLMENT IN HIGH SCHOOL.		
				Male.	Female.	Pupils under 20 years of age.		Pupils over 20.
						Male.	Female.	
De Forest....	Edward Meeland..	Univer. of Wis. Dip.....	810	1	.....	11	21	32
Ellsworth....	C. J. Brewer.....	Unlimited State Certif.....	810	1	1	42	24	66
Fairchild....	A. E. Tyler.....	Whitewater N. S. Dip.....	900	1	.....	11	15	26
Florence....	W. T. Campbell...	Univer. of Wis. Dip.....	1,000	1	1	19	10	29
Friendship...	L. C. Russell.....	Marrietta Col. Dip. Special License.....	540	1	.....	15	14	29
Glebeulah...	E. E. Couch.....	Milwaukee N. S. Dip.....	720	1	.....	15	14	29
Glenwood....	John Callahan....	Unlimited State Certif.....	1,050	2	.....	18	28	46
Hazel Green..	R. E. Smith.....	Univer. of Wis. Dip.....	700	1	.....	11	20	31
Hillsborough.	A. F. Elmegreen..	Limited State Certif.....	720	1	.....	12	20	32
Humbird....	E. M. Beemen....	Univer. of Wis. Dip.....	720	1	.....	19	16	35
Kiel.....	G. M. Morrissey..	Unlimited State Certif.....	800	1	1	29	23	52
Linden.....	Ed. Osborne.....	Platteville N. S. Dip.....	625	1	.....	10	10	20
Lone Rock...	J. Hefferman....	Unlimited State Certif.....	780	1	.....	13	17	30
Manawa.....	James J. Gill.....	Oshkosh N. S. Dip.....	675	1	.....	26	19	45
Merrillan....	W. P. Roseman....	Platteville N. S. Dip.....	950	1	.....	14	24	38
Middleton....	H. A. Vieth.....	Limited State Certif.....	700	1	.....	19	5	24
Milton June..	J. B. Borden.....	Milton College Dip.....	1,000	1	1	24	32	56
Mondovi....	T. W. Thomas....	Univer. of Wis. Dip.....	675	1	1	18	27	45
Montello....	Max Staehle.....	Milwaukee N. S. Dip.....	700	1	.....	31	40	71
Mt. Hope....	W. H. Lyon.....	Limited State Certif.....	630	1	.....	10	15	25
Muscoda.....	A. W. Kopp.....	Platteville N. S. Dip.....	675	1	1	8	17	25

Free High School Statistics, 1894-95.

Oakfield.....	Olan A. Olson.....	Oshkosh N. S. Dip.....	700	1	20	32	52	3
Oakwood.....	L. B. Stiles.....	Milwaukee N. S. Dip.....	650	1	13	7	20	.....
Pepin.....	G. E. Pratt.....	Whitewater N. S. Dip.....	720	1	16	23	33	.....
Peshigo.....	A. H. Kreiling.....	Unlimited State Certif.....	900	2	21	31	52	.....
Pewaukee.....	F. L. McGowan.....	Unlimited State Certif.....	900	2	9	13	22	.....
Phillips.....	G. H. Jensen.....	Oshkosh N. S. Dip.....	1,000	1	20	27	47	.....
Platteville.....	Chas. M. Fox.....	Platteville N. S. Dip.....	1,200	1	14	18	32	.....
Pt. Wash'gt'n	A. C. Piper.....	Whitewater N. S. Dip.....	900	1	29	39	68	1
Potosi.....	Philip A. Kolb.....	Platteville N. S. Dip.....	630	1	79	75	154	.....
Rosendale.....	Alice M. Tetherly..	Unlimited State Certif.....	585	1	14	16	30	.....
St. Croix Falls	Paul Vander Eike..	Limited State Certif.....	675	1	.....	.....	.....	.....
Sextonville.....	Peter Peterson.....	Milwaukee N. S. Dip.....	455	1	16	13	29	.....
Shell Lake.....	J. N. Foster.....	Limited State Certif.....	1,000	1	13	22	35	1
S. Milwaukee..	J. E. Roets.....	Unlimited State Certif.....	1,050	1	15	12	27	.....
Stanley.....	E. A. Ketcham.....	Unlimited State Certif.....	750	1	13	15	28	.....
Stockbridge.....	Thomas Webster.....	Platteville N. S. Dip.....	525	1	30	.....	30	.....
Trempealeau..	O. M. Jones.....	Platteville N. S. Dip.....	720	1	17	18	35	.....
Unity.....	J. M. Powers.....	Platteville N. S. Dip.....	585	1	16	10	26	.....
Waldo.....	Geo. H. Drewry....	Limited State Certif.....	720	1	22	23	45	.....
Walworth.....	J. W. Blodgett....	Beloit College Dip.....	630	1	20	18	38	.....
Westfield.....	D. F. Burnham.....	Limited State Certif.....	855	2	13	16	29	1
West Salem..	Chas. Slothower....	Platteville N. S. Dip.....	765	1	14	25	39	.....
Wilton.....	C. R. Thomson.....	Milwaukee N. S. Dip.....	650	1	8	16	24	2
Winneconne..	Benj. Thomas.....	Univer. of Wis. Dip.....	900	1	23	30	53	.....

Free High School Statistics, 1894-95.

Brodhead	71	180	52	24	13	14	16	5	4	31	53	15	321	1,371 00
Burlington	52	190	45	11	10	15	18	1	6	34	108	24	950	2,050 00
Cassville	47	180	40	10	.....	.....	.....	4	7	.....	.....	14	405	1,205 00
Centralia	48	180	47	10	.....	14	16	4	1	6	4	13	405	1,405 00
Chilton	48	185	50	5	.....	14.9	15	.....	.....	38	35	16	500	1,400 00
Chippewa Falls ..	99	173	71	16	46	14.5	17.5	5	8	56	72	4	596	3,985 00
Clinton	55	180	61	12	.....	13	17	5	2	.....	.....	30	405	1,405 00
Columbus	57	190	20	38	18	14	17	1	4	.....	.....	26	499	2,398 00
Cumberland	60	180	53	14	.....	14	17	5	2	.....	.....	.....	540	1,740 00
Darlington	85	190	76	21	9	14	18	1	10	51	106	12	618	2,485 00
Deerfield .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Delavan	67	180	45	16	21	15	19	6	8	48	97	12	495	2,190 00
De Pere	48	180	16	17	24	14	18	2	5	23	38	.....	990	1,845 00
Dodgeville	83	178	90	20	10	14.5	18	4	14	54	70	.....	450	2,250 00
Durand	43	180	51	.....	.....	14	17	3	5	21	23	10	500	1,400 00
East Troy	50	180	51	7	.....	13	17	.....	.....	20	29	30	405	1,305 00
Eau Claire	207	180	126	32	103	14.6	19	13	8	111	155	27	592	5,590 00
Edgerton	68	180	66	7	5	15	17	4	6	21	39	24	428	1,855 00
Elkhorn	80	177	54	30	34	15	18	.....	12	53	102	50	495	2,190 00
Elroy	40	180	.....	.....	.....	14	18	2	2	22	32	.....	450	1,550 00
Evansville	68	180	45	13	17	13.5	17	.....	.....	.....	.....	16	473	2,145 00
Fennimore	56	180	69	.....	.....	13	16	4	8	18	23	23	190	990 00
Fond du Lac	167	180	75	45	90	15	18	10	19	.....	.....	26	640	4,600 00
Fort Atkinson	110	180	79	21	32	14	17	11	8	117	174	33	510	3,030 00
Fox Lake	40	180	43	5	.....	15	17	1	7	30	43	12	500	1,450 00
Grand Rapids	67	195	58	19	.....	15	17.6	4	4	48	63	8	325	2,015 00
Green Bay	115	200	45	37	70	14.5	18	5	9	40	103	6	588	3,550 00
Green Bay	69	190	41	22	23	15	19	.....	11	98	109	3	561	3,012 00
Hartford	52	180	62	.....	3	16.5	18	2	3	9	13	25	495	1,495 00
Hayward	25	178	36	.....	.....	15	18	4	1	6	7	.....	573	1,748 00
Highland	11	180	23	.....	.....	15.5	18	2	.....	20	25	3	761	675 00
Horicon	64	200	87	.....	.....	14	18	4	4	29	46	32	550	1,650 00
Hurley	29	180	32	.....	.....	13	16	3	.....	3	7	.....	540	1,740 00
Hudson	90	180	85	.....	23	14.5	17	6	11	36	74	10	450	2,100 00
Janesville	210	180	60	70	100	15.5	18.5	5	18	76	153	15	585	5,310 00
Jefferson	52	200	45	.....	.....	13	17	2	3	18	29	.....	600	1,800 00

Free High School Statistics, 1894-95.

FREE HIGH SCHOOLS HAVING FOUR YEAR COURSES—1894-95.

LOCATION.	Aver- age daily at- tend- ance	No. of days taught	Pup's in En- glish bran- ches only.	Pup's in Ger- man.	Pup's in Latin or Greek	Aver- age age of pu- pils enter- ing high school	Aver- age age of pu- pils leav- ing high school	Graduates this year.		Graduates since orga- nization of school.		No. of non- res- ident pupils dur- ing the year.	Average yearly salary of assist- ants.	Amount of yearly salaries of principals and assistants.
								Male.	Fe- male.	Male.	Fe- male.			
Juneau.....	44	200	41	4	.....	14	17	2	2	7	15	2	400	\$1,300 00
Kaukauna.....	53	190	52	20	34	14	17	8	5	16	14	.....	528	2,111 00
Kenosha.....	108	190	52	20	32	14.5	17	4	8	.....	.....	35	750	3,750 00
Kewaunee.....	46	200	52	.....	.....	14.5	18	3	9	38	48	.....	600	1,800 00
Lake Geneva.....	51	168	9	25	41	14	18.5	4	3	.....	.....	12	585	2,185 00
Lake Mills.....	50	180	53	.....	5	13	17	3	5	34	51	19	450	1,650 00
Lancaster.....	75	178	48	16	35	15	18	4	9	51	85	14	925	2,075 00
Lodi.....	64	179	56	15	.....	15.5	19	3	11	70	102	23	475	1,575 00
Madison.....	325	185	179	93	60	15	19	20	31	161	302	.....	592	7,128 00
Marquette.....	105	200	59	23	48	15	18	1	13	21	54	.....	600	3,000 00
Marshall.....	38	180	42	3	.....	14	17	4	4	22	20	5	210	1,260 00
Marshfield.....	51	190	50	16	8	14	18	.....	.....	.....	.....	9	540	2,390 00
Mauston.....	71	180	71	.....	19	16	19	6	7	44	46	30	450	1,650 00
Mayville.....	39	197	15	35	.....	14.5	18	3	2	22	29	14	800	1,900 00
Mazonia.....	42	180	42	17	.....	13	17	2	3	37	70	5	450	1,450 00
Medford.....	42	180	47	14	.....	14	18	3	3	21	31	7	450	1,450 00
Menasha.....	55	190	46	10	8	15	18	1	3	.....	.....	.....	550	1,750 00
Merrill.....	25	180	18	6	7	13.5	18	3	3	26	53	2	540	2,180 00
Mineral Point.....	96	180	57	.....	40	15	19	5	9	60	68	14	495	2,290 00
Monroe.....	117	180	53	58	48	15.5	18.5	3	18	118	173	25	535	2,500 00
Montfort.....	40	190	50	.....	.....	14	18	2	3	.....	.....	1	.....	630 00

Free High School Statistics, 1894-95.

Needah	53	180	63	.....	50	.....	26	16	20	3	5	13	43	6	495	1,395 00
Neenah	84	185	32	.....	5	.....	2	15	18	2	6	60	91	6	583	3,250 00
Neillsville	70	180	86	.....	4	.....	.....	14.5	17	3	2	40	64	21	427	2,355 00
New Lisbon	40	180	45	.....	.....	.....	.....	14	17	5	1	.....	.....	.....	540	1,440 00
New London	50	180	1	.....	.....	.....	.....	14	17	.....	2	18	22	15	450	1,450 00
New Richmond	80	180	96	.....	70	.....	5	14.5	18	3	7	13	51	36	450	1,800 00
Oconomowoc	75	179	55	.....	39	.....	.....	14.5	18	2	8	35	41	27	450	1,695 00
Oconto	200	200	26	.....	55	.....	.....	14	16	.....	4	30	41	.....	600	3,000 00
Omro	70	180	96	.....	.....	.....	.....	14.5	18	4	10	31	75	23	360	1,080 00
Onalaska	36	180	34	.....	12	.....	.....	14.5	18	.....	.....	9	20	9	405	1,705 00
Oregon	49	180	73	.....	.....	.....	.....	14.5	18	.....	4	33	36	39	338	1,038 00
Plainfield	30	180	37	.....	.....	.....	.....	13	17	.....	.....	6	47	4	.....	675 00
Plymouth	68	180	.....	.....	.....	.....	.....	13	17	.....	6	63	85	28	540	1,540 00
Portage	84	190	78	.....	14	.....	15	15.5	17.5	5	9	85	150	8	550	2,500 00
Poyette	43	180	52	.....	11	.....	.....	13	17	.....	4	39	60	26	360	1,160 00
Prairie du Chien	61	180	60	.....	23	.....	5	13	17	.....	7	24	48	10	540	1,640 00
Prairie du Sac	31	180	22	.....	20	.....	2	14	18.5	2	2	2	11	11	45	1,400 00
Prescott	42	180	26	.....	19	.....	13	13.5	18.5	.....	4	25	27	12	450	1,450 00
Racine	178	200	44	.....	34	.....	135	15.5	19	7	22	7	22	12	663	4,850 00
Reedsburg	54	180	71	.....	.....	.....	.....	13	18	2	10	40	43	6	450	1,750 00
Rhineland	56	175	60	.....	7	.....	.....	14	18	6	1	.....	.....	1	560	2,420 00
Rice Lake	26	180	38	.....	.....	.....	.....	14	18	1	1	8	10	6	540	1,740 00
Richland Center	87	177	96	.....	19	.....	7	14.5	18.5	9	14	63	98	34	195	1,980 00
Ripon	65	190	40	.....	11	.....	14	15	18	5	9	41	69	5	404	2,158 00
River Falls	41	180	47	.....	13	.....	4	16	19.5	4	.....	.....	.....	5	540	1,740 00
Sauk City	55	180	67	.....	67	.....	.....	13	18	5	3	19	21	13	450	1,450 00
Seymour	52	180	48	.....	31	.....	.....	13.5	17.5	5	4	14	8	23	360	1,035 00
Sharon	39	176	42	.....	4	.....	.....	14	18	.....	3	15	31	19	405	1,215 00
Shawano	54	180	57	.....	.....	.....	15	15	18	3	6	24	45	18	540	1,340 00
Sheboygan	79	200	54	.....	12	.....	31	14.5	18.5	1	7	28	97	5	650	3,650 00
Sheboygan Falls	36	180	15	.....	26	.....	5	16	16.5	.....	2	49	70	21	450	1,350 00
Shullsburg	45	190	41	.....	10	.....	10	15.5	18	3	8	31	79	10	475	1,720 00
Sparta	142	179	98	.....	70	.....	80	15	19	11	8	81	128	69	638	3,715 00
Spring Green	45	180	60	.....	.....	.....	.....	15.5	17	7	4	.....	.....	23	540	1,540 00
Stevens Point	133	188	29	.....	38	.....	106	14.5	18	3	17	62	130	16	610	4,140 00
Stoughton	84	180	94	.....	7	.....	7	15.5	17	7	7	26	58	28	900	2,800 00

Free High School Statistics, 1894-95.

FREE HIGH SCHOOLS HAVING FOUR YEAR COURSES, 1894-95—Continued.

LOCATION.	Aver- age daily at- tend- ance.	No. of days taught.	Pup'ls in Eng- lish bran- ches only.	Pup'ls in Ger- man.	Pup'ls in Latin or Greek	Aver- age age of pu- pils enter- ing high school	Aver- age age of pu- pils on leav- ing high school	Graduates this year.		Graduates since organization of school.		No. of non- resi- dent pupils dur- ing the year.	Average yearly salary of assist- ants.	Amount of salaries of principals and assistants.
								Male.	Fe- male.	Male.	Fe- male.			
Sturgeon Bay	42	185	40	18	.....	14	19	2	2	23	36	6	525	2,150 00
Sun Prairie	34	180	33	7	.....	13	18	1	4	19	30	14	405	1,305 00
Tomah	60	180	39	13	.....	15	19	4	5	42	64	20	513	2,335 00
Two Rivers	37	200	25	.....	.....	15	18	3	2	32	35	6	600	1,800 00
Viroqua .....	.....	180	138	13	23	13	17	5	16	44	73	69	550	2,585 00
Washburn	46	180	62	.....	.....	14	18	1	5	3	14	2	540	1,750 00
Waterloo	35	180	34	7	.....	15	17.5	5	5	10	24	10	360	1,360 00
Watertown	93	200	12	110	16	14.5	16.5	4	10	62	129	19	733	3,800 00
Waukesha	87	186	69	.....	43	15.5	18	3	7	11	37	8	634	3,500 00
Waupaca	93	190	42	38	49	15	19.5	4	8	53	76	31	460	2,538 00
Waupun	42	190	45	5	14	13	17	5	7	20	40	8	380	1,280 00
Waupun	71	190	62	.....	17	14	18	3	14	38	72	38	470	2,002 00
Wausau	101	180	90	31	12	14.5	18	1	13	21	55	11	605	3,335 00
Wauwatosa	67	173	40	13	34	15	18	2	9	30	80	25	550	2,250 00
West Bend	89	190	79	15	16	15	18	8	9	36	35	55	535	2,250 00
West De Pere	33	180	28	15	13	15	17.5	3	4	19	62	17	585	1,535 00
Weyauwega	33	190	36	.....	2	15	16	3	4	9	37	8	270	1,020 00
Whitewater	143	190	95	22	41	15	18	8	6	34	74	31	550	1,375 00
Wonegoc	30	180	43	13	.....	15	19	1	.....	23	17	13	405	1,205 00

Free High School Statistics, 1894-95.

FREE HIGH SCHOOLS HAVING THREE YEAR COURSES, 1894-95.

Location.	Average daily attendance.	No. of days taught.	Pupils in English branches only.	Pupils in German.	Pupils in Latin or Greek.	Average age of pupils on entering school.	Graduates this year.		Graduates since organization of school.		No. of non-resident pupils during the year.	Average yearly salary of assistants.	Amount of salaries of principal and assistants.
							Male.	Female.	Male.	Female.			
Totals and averages	31	.....	2,206	12	.....	14	126	156	642	889	514	\$377 81	\$50,990 00
Alma	33	180	46	.....	.....	13	2	5	14	24	3	.....	\$875 00
Almond	18	100	19	.....	.....	14	.....	.....	.....	.....	.....	.....	275 00
Amherst	37	180	47	.....	.....	15	3	1	6	14	11	.....	630 00
Avoca	18	179	24	.....	.....	13	1	2	14	30	.....	.....	540 00
Bangor	173	180	26	.....	.....	13	4	3	21	23	8	.....	712 00
Barron	26	180	33	.....	.....	15	.....	1	7	18	3	\$450 00	1,450 00
Belleville	35	180	48	.....	.....	14	3	2	10	11	19	.....	1,900 00
Bloomer	18	180	21	.....	.....	16	.....	1	7	8	14	.....	1,100 00
Brandon	28	190	52	.....	.....	13.5	5	4	30	58	18	.....	1,800 00
Brillion	45	175	56	.....	.....	14.5	3	1	8	2	9	.....	720 00
Cadotte	19	180	21	.....	.....	15	4	3	33	17	6	.....	720 00
Cambridge	21	180	28	.....	.....	13	4	2	.....	.....	.....	.....	810 00
Chetek	46	180	69	.....	.....	14	3	5	13	20	19	.....	558 00
Clintonville	33	180	40	.....	.....	14	3	2	12	29	5	.....	900 00
Cobb	13	180	16	.....	.....	16	.....	3	.....	.....	.....	275 00	1,350 00
Colby	25	180	42	.....	.....	15	1	3	12	17	6	.....	1,720 00

Free High School Statistics. 1894-95.

FREE HIGH SCHOOLS HAVING THREE YEAR COURSES, 1894-95 — Continued.

Location.	Average daily attendance.	No. of days taught.	Pupils in English branches only.	Pupils in German.	Pupils in Latin or Greek.	Average age of pupils entering high school.	Average age of pupils on leaving high school.	Graduates this year.		Graduates since organization of school.		No. of non-resident pupils during the year.	Average yearly salary of assistants.	Amount of principal salaries and assistants.
								Male.	Female.	Male.	Female.			
Cuba City.....	15	180	25	.....	.....	13	16	.....	.....	4	3	4	.....	\$535 00
De Forest.....	20	180	35	.....	.....	16	16	.....	.....	.....	.....	2	.....	675 00
Ellsworth.....	48	180	76	.....	.....	14	18	.....	.....	3	10	27	\$140 00	815 00
Fairchild.....	20	180	26	.....	.....	15	18	2	3	10	10	2	.....	800 00
Florence.....	23	200	29	.....	.....	14	17	5	2	17	16	2	650 00	1,750 00
Friendship.....	25	180	29	.....	.....	13	16	.....	.....	1	11	3	.....	540 00
Glenbeulah.....	20	180	30	.....	.....	13	16	.....	.....	4	9	15	.....	720 00
Glenwood.....	31	180	46	.....	.....	14	17	1	.....	1	3	2	540 00	1,490 00
Hazel Green.....	20	180	35	.....	.....	15	18	4	3	30	47	8	.....	720 00
Hillsborough.....	20	180	36	.....	.....	15	18	1	2	11	23	7	.....	750 00
Humbird.....	23	180	30	.....	.....	.....	.....	1	2	8	10	9	.....	630 00
Kiel.....	40	200	.....	.....	.....	.....	.....	.....	.....	.....	.....	6	400 00	1,200 00
Linden.....	21	180	.....	.....	.....	15	17	2	6	10	25	2	.....	635 00
Lone Rock.....	25	180	30	.....	.....	13	18	3	3	6	5	12	.....	595 00
Manawa.....	41	180	45	.....	.....	14	17	8	2	12	28	4	.....	630 00
Merrillan.....	27	180	40	.....	.....	15	18	3	4	9	21	18	.....	810 00
Middleton.....	92	180	20	5	.....	13	17	3	3	.....	.....	.....	.....	700 00
Milton Junction.....	40	180	46	7	.....	14	18	3	1	16	19	17	360 00	1,360 00
Mondovi.....	40	180	45	.....	.....	.....	.....	.....	.....	7	17	21	450 00	1,125 00
Montello.....	55	180	71	.....	.....	13	17	.....	6	30	35	10	.....	800 00

Teachers' Institutes, 1894-95.

TEACHERS' INSTITUTES, 1894-95.

[illegible]

Teachers' Institutes, 1894-95.

Grant	25	109	134	8	120	30	20	88	26
Green	14	42	56	5	38	23	12	27	15
Green Lake	13	48	61	5	56	21	11	20	28
Iowa	14	137	151	5	106	24	17	116	17
Iron				3					
Jackson	23	103	126	4	117	28	12	87	21
Jefferson	22	100	122	5	98	24	27	69	20
Juneau	17	120	137	5	135	24	7	126	4
Kenosha	27	57	84	5	73	28	31	20	29
Kewaunee	44	30	74	5	60	21	28	31	15
La Crosse	24	74	98	5	71	24	9	69	10
Lafayette	15	90	105	5	72	24	22	54	13
Langlade	12	62	74	5	68	35			
Lincoln	10	63	73	5					
Manitowoc	62	83	145	2	135				
Marathon	22	54	76	5	71	22	14	22	34
Marquette	22	153	175	7	162	30	60	60	25
Marquette	17	65	82	5			17	45	12
Milwaukee									
Monroe	26	79	105	5	80	16	3	72	29
Oconto	15	60	75	5	57	24	12	18	42
Oneida	4	29	33	5	32	40	11	13	4
Outagamie	13	59	72	5	59	30	14	28	27
Ozaukee									
Pepin	11	60	71	5	65	22	10	29	31
Pierce	56	129	185	6	150	20	83	40	49
Polk	17	64	81	5	75	26	13	32	28
Portage	30	52	82	4½	60				
Price	4	48	52	5	39	25	15	25	10
Racine	12	81	93	5	86	29	25	40	13
Richland	42	142	184	5	156	20	10	108	61
Rock	20	117	137	10	48	24	38	56	5
St. Croix	106	206	312	7	238	15	10	85	89
Sauk									
Sawyer	8	18	26	4	23	21	8	17	20
Shawano	9	64	73	5	68	27	5	43	

Colleges, Academies and Seminaries.

COLLEGES, ACADEMIES AND SEMINARIES, 1895.

Corporate name.	Location.	When founded.	Religious denomination.	President or principal.
Carroll College.....	Waukesha ...	1846	Presbyterian	Walter L. Rankin.
Concordia Col. Ger.	Milwaukee ..	1881	Evangelical Luth ...	M. J. F. Albrecht.
Ev. Luth. Synod.	Kenosha	1870	Protestant Episcop'l	Sister Margaret Clare.
Kemper Hall	Milwaukee ..	1881	Roman Catholic.....	L. Bushart.
Marquette College.	Franklin.....	1859	Reformed	Rev. H. A. Muehlmeier.
Mission House of Reformed Church	Milton	1844	Seventh-day Baptist.	Wm. C. Whitford.
Milton College.	Watertown ..	1865	Lutheran	A. F. Ernst.
Northwestern University.....	Ripon	1851	Congregational.....	Rufus C. Flagg.
Ripon College.....	Mt. Calvary..	1856	Catholic	P. Alphonsus.
St. Lawrence Col.	Shouhton... ..	1838	Lutheran	K. A. Kasberg.
Stoughton Acad. & Business Inst				

COLLEGES, ACADEMIES AND SEMINARIES, 1895.—Continued.

CORPORATE NAME.	STUDENTS DURING YEAR.			WHOLE NUMBER OF GRADUATES.			GRADUATES THIS YEAR.		
	Male.	Fem.	Total	Male.	Fem.	Total	Male.	Fem.	Total
Totals.....	1,096	443	1,539	743	441	1,184	103	27	130
Carroll College	84	67	155	123	82	205	16	7	23
Concordia College German									
Evangelical Lutheran Synod	179		179				27		27
Kemper Hall		95	95	137	137		7		7
Marquette College.....	136		136						
Mission House of Reform									
Church.....	107		107				23		23
Milton College.....	83	78	161	137	113	250	2	1	3
Northwestern University.....	153	11	164	281		281	8		8
Ripon College.....	112	113	225	122	70	192	4	3	7
St. Lawrence College.....	110		110				7		7
Stoughton Academy and Business Institute.....	128	79	207	80	39	119	16	9	25

Colleges, Academies and Seminaries.

COLLEGES, ACADEMIES AND SEMINARIES, 1895 — Continued.

CORPORATE NAME.	In English course.	In classic course.	In natural science.	Preparing for college.	LIBRARY.	
					No. of Vols.	Vols. purchased this year.
Totals.....	503	415	287	584	30,127	1,560
Carroll College.....	80	55	42	20	950	.....
Concordia Col., Ger. Ev. Luth. Synod.....	179	179	179	179	5,000	45
Kemper Hall.....	30	40	10	15	2,000	.....
Marquette College.....	.....	.....	.....	.....	.....	.....
Mission House of Reformed Church.....	63	.....	.....	44	5,000	.....
Milton College.....	6	12	18	125	3,725	75
Northwestern University.....	.....	8	.....	102	4,000	915
Ripon College.....	10	25	18	99	7,352	605
St. Lawrence College.....	110	96	20	.....	1,500	500
Stoughton Acad. and Business Inst.....	25	.....	.....	.....	600	20

COLLEGES, ACADEMIES AND SEMINARIES, 1895 — Continued.

CORPORATE NAME.	APPRAISED VALUE.				
	Of site.	Land, not including site.	Of buildings.	Of apparatus, etc.	Of endowment.
Totals.....	\$412,600	\$10,000	\$263,000	\$36,200	\$413,793
Carroll College.....	\$25,000	.....	\$15,000	\$2,000	\$18,520
Concordia Col., Ger. Ev. Luth. Synod.....	100,000	.....	40,000	1,200	.....
Kemper Hall.....	150,000	.....	.....	.....	.....
Marquette College.....	100,000	.....	15,000	2,500	2,000
Mission House of Reformed Church.....	.....	.....	.....	.....	.....
Milton College.....	3,000	\$1,000	28,000	8,000	83,743
Northwestern University.....	12,000	.....	47,000	5,000	.....
Ripon College.....	20,000	3,000	60,000	12,000	308,530
St. Lawrence College.....	2,000	6,000	50,000	5,000	.....
Stoughton Acad. & Business Inst.....	600	.....	8,000	500	.....

Colleges, Academies and Seminaries.

COLLEGES, ACADEMIES AND SEMINARIES, 1895—Continued.

CORPORATE NAME.	RECEIPTS.			
	Con- tributions.	From funds and endow- ment.	Tuition and fees.	Total.
Totals.....	\$22,363 43	\$26,349 02	\$64,333 85	\$113,046 30
Carroll College.....	\$3,549 43	\$1,012 00	\$3,410 45	\$7,971 88
Concordia Col., Ger. Ev. Luth. Synod.....				
Kemper Hall.....			32,000 00	32,000 00
Marquette College.....		100 00	7,000 00	7,100 00
Mission House of Reformed Church.....	8,443 00	700 00	2,800 00	11,943 00
Milton College.....	371 00	3,974 .4	2,149 25	6,494 49
Northwestern University.....	10,000 00		1,250 00	11,250 00
Ripon College.....		20,562 78	2,424 15	22,986 93
St. Lawrence College.....			10,000 00	10,000 00
Stoughton Acad. & Business Inst.			3,300 00	3,300 00

COLLEGES, ACADEMIES AND SEMINARIES, 1895— Continued.

CORPORATE NAME.	DISBURSEMENTS.			
	Paid for instruction.	Building and repair.	Incidental.	Total.
Total	\$49,968 91	\$10,135 00	\$17,709 69	\$77,813 60
Carroll College.....	\$5,516 24		\$979 94	\$6,496 18
Concordia Col. Ger. Ev. Luth. Synod.....	8,250 00	\$5,000 00		13,250 00
Kemper Hall.....	1,500 00	500 00	200 00	2,200 00
Marquette College.....				
Mission House of Reformed Church.....	5,110 00		7,551 00	12,661 00
Milton College.....	5,361 70		897 79	6,259 49
Northwestern University.....	8,050 00	900 00	250 00	9,200 00
Ripon College.....	12,980 97	3,075 00	6,830 86	22,886 83
St. Lawrence College.....	700 00	500 00	200 00	1,400 00
Stoughton Acad. & Business Inst.	2,500 00	100 00	700 00	3,300 00

Census Statistics.

CENSUS STATISTICS, 1885-86.

COUNTIES— Exclusive of cities under city superin- tendent.	CHILDREN BETWEEN 4 AND 20.			CHILDREN BETWEEN 7 AND 13.		
	Male.	Female.	Total.	No. of such children.	No. who attended public school 12 weeks or more.	No. who attended private school 12 weeks or more.
Totals	235,363	222,424	457,787	211,760	174,183	18,970
Adams	1,628	1,395	3,023	1,327	1,066	.....
Ashland	820	688	1,508	828	736	51
Barron	3,490	3,241	6,731	2,113	2,298	98
Bayfield	1,510	1,430	2,940	1,508	1,111	177
Brown	5,459	5,167	10,626	4,992	2,702	725
Buffalo	3,242	3,091	6,333	2,963	2,465	47
Burnett	1,191	1,065	2,256	999	672	.....
Calumet	3,023	3,533	7,156	3,283	2,245	879
Chippewa	3,982	3,627	7,609	3,331	3,044	358
Clark	4,292	4,175	8,467	3,814	3,469	109
Columbia	3,780	3,505	7,285	3,360	2,998	93
Crawford	2,715	2,596	5,311	2,604	2,238	9
Dane	8,523	7,946	16,469	7,448	6,301	655
Dodge	7,183	6,615	13,798	6,758	5,470	1,264
Door	3,111	2,845	5,956	2,726	2,156	90
Douglas	510	452	962	547	449	2
Dunn	3,655	3,466	7,121	3,228	2,598	72
Eau Claire ..	2,813	2,629	5,442	2,707	2,299	61
Florence	472	492	964	474	296	.....
Fond du Lac ..	5,420	5,111	10,531	4,658	3,698	750
Forest	184	186	370	216	175	.....
Grant	6,667	6,506	13,173	5,830	5,182	314
Green	3,883	3,529	7,412	3,295	3,042	6
Green Lake ..	2,133	2,051	4,184	1,947	1,593	150
Iowa	3,601	3,517	7,118	3,147	3,509	101
Iron	727	665	1,392	727	594	87
Jackson	3,226	3,071	6,307	2,934	2,298	66
Jefferson	5,176	4,905	10,081	4,731	3,745	556
Juneau	3,454	3,320	6,774	3,103	2,650	164
Kenosha	1,632	1,527	3,159	1,415	1,174	165
Kewaunee	3,516	3,449	6,965	2,902	2,347	284
La Crosse	2,451	2,285	4,736	2,414	2,287	94
La Fayette	3,769	3,624	7,393	3,218	2,997	23
Langlade	1,204	1,103	2,307	1,091	986	35
Lincoln	753	759	1,512	862	801	30
Manitowoc	8,049	7,634	15,683	6,828	5,251	1,628
Marathon	5,279	5,014	10,293	4,882	4,370	525
Marquette	2,195	2,081	4,276	1,982	1,576	110
Marquette	2,047	2,015	4,062	2,009	1,733	82
Milwaukee	6,331	6,093	12,424	6,655	3,360	2,042
Monroe	4,770	4,615	9,385	4,468	3,923	131

Census Statistics.

CENSUS STATISTICS, 1895-96—Continued.

COUNTIES— Exclusive of cities under city superin- tendent.	CHILDREN BETWEEN 4 AND 20.			CHILDREN BETWEEN 7 AND 13.		
	Male.	Female.	Total.	No. of such children.	No. who attended public school 12 weeks or more.	No. who attended private school 12 weeks or more.
Oconto	2,769	2,541	5,310	2,539	2,087	3
Oneida	855	874	1,729	811	843	3
Outagamie ..	4,733	4,422	9,155	4,456	3,539	658
Ozaukee	3,298	3,150	6,448	2,994	2,209	856
Pepin	1,472	1,390	2,862	1,244	1,009	52
Pierce	4,245	4,107	8,352	3,800	3,314	77
Polk	3,218	2,662	6,180	3,047	2,259	14
Portage	3,944	3,627	7,571	3,372	2,470	324
Price	1,140	1,007	2,147	1,161	1,090	.....
Racine	2,783	2,502	5,285	2,353	1,823	483
Richland ...	3,646	3,382	7,028	3,290	2,965	1
Rock	4,407	4,211	8,618	4,299	3,569	80
St. Croix ...	4,388	3,949	8,337	3,641	3,296	66
Sauk	4,814	4,566	9,380	4,377	3,712	366
Sawyer	337	362	699	304	238	.....
Shawano ...	4,666	4,459	9,125	4,523	3,303	502
Sheboygan ..	5,019	4,865	9,884	4,268	3,811	615
Taylor	1,655	1,552	3,207	1,540	1,317	68
Trempealeau	4,236	3,960	8,196	3,697	2,833	159
Vernon	5,173	4,916	10,089	4,142	3,601	6
Vilas	402	384	786	419	401	.....
Walworth ...	3,810	3,574	7,384	3,693	3,099	36
Washburn ..	735	671	1,406	762	648	2
Washington	4,610	4,590	9,200	4,064	2,946	1,123
Waukesha ...	5,732	5,506	11,238	5,396	4,859	476
Waupaca ...	4,890	4,528	9,418	4,314	3,786	292
Waushara ...	2,944	2,609	5,553	2,550	2,232	35
Winnebago ..	2,968	2,868	5,836	2,545	2,294	124
Wood	3,948	3,872	7,820	3,855	2,676	516

Enrollment and Attendance.

ENROLLMENT AND ATTENDANCE, 1895-96.

COUNTIES— Exclusive of cities under city super- intendents.	ENROLLMENT IN PUBLIC SCHOOLS.				
	No. between 4 and 20.	Under 4.	Over 20.	<i>Total number who have attended public school.</i>	
				Male.	Female.
Totals.....	298,530	452	629	153,973	148,186
Adams.....	2,129	1	9	988	902
Ashland.....	1,054	.....	.....	562	484
Barron.....	4,687	2	10	2,464	2,343
Bayfield.....	2,120	.....	.....	1,096	1,024
Brown.....	5,287	3	7	2,530	2,379
Buffalo.....	4,063	1	10	2,111	1,923
Burnett.....	1,272	.....	.....	708	664
Calumet.....	3,250	.....	1	1,927	1,824
Chippewa....	5,003	2	5	2,519	2,484
Clark.....	6,006	1	15	3,024	2,998
Columbia....	5,792	4	24	2,983	2,749
Crawford....	3,895	9	22	1,923	1,974
Dane.....	11,463	4	28	5,977	5,492
Dodge.....	8,267	5	17	4,339	3,950
Door.....	3,805	1	21	1,995	1,841
Douglas.....	761	1	1	396	372
Dunn.....	5,269	8	6	2,629	2,625
Eau Claire..	3,892	.....	12	2,054	1,850
Florence.....	647	.....	.....	275	374
Fond du Lac.	6,226	9	9	3,293	2,958
Forest.....	620	.....	4	167	157
Grant.....	9,372	9	32	4,816	4,763
Green.....	6,087	9	14	3,199	2,911
Green Lake..	2,724	2	1	1,410	1,315
Iowa.....	5,487	2	14	2,759	2,772
Iron.....	1,465	70	.....	822	698
Jackson.....	4,329	.....	16	2,174	2,171
Jefferson....	6,123	120	2	3,203	3,040
Juneau.....	4,905	.....	4	2,524	2,385
Kenosha....	2,123	.....	8	1,077	1,046
Kewaunee....	3,309	10	8	2,105	2,000
La Crosse...	2,781	6	3	1,454	1,505
La Fayette..	5,890	1	2	3,012	2,881
Langlade....	1,642	3	1	869	767
Lincoln.....	1,010	.....	.....	486	488
Manitowoc..	8,138	.....	6	4,331	3,809
Marathon....	5,700	.....	.....	3,036	2,893
Marinette...	2,763	.....	1	1,381	2,282
Marquette...	2,654	12	.....	1,307	1,369
Milwaukee...	6,490	34	5	3,376	3,200
Monroe.....	6,451	5	18	3,501	3,424

Enrollment and Attendance.

ENROLLMENT AND ATTENDANCE, 1895-96—Continued.

COUNTIES— Exclusive of cities under city super- intendents.	ENROLLMENT IN PUBLIC SCHOOLS.				
	No. between 4 and 20.	Under 4.	Over 20.	<i>Total number who have attended public school.</i>	
				Male.	Female.
Oconto	3,297	.....	.....	1,689	1,608
Oneida	1,409	4	1	695	716
Outagamie ..	5,531	1	2	2,860	2,635
Ozaukee.....	3,330	7	1	1,771	1,597
Pepin	1,853	1	.....	955	899
Pierce	5,901	1	19	2,709	2,877
Polk	4,296	2	12	1,834	1,772
Portage	3,917	5	9	2,051	1,949
Price	1,704	1	5	887	817
Racine	3,222	2	3	1,649	1,584
Richland	5,944	8	11	3,003	2,930
Rock	6,499	9	10	3,297	3,221
St. Croix.....	5,830	2	25	2,971	2,907
Sauk	6,586	7	12	3,327	3,234
Sawyer	534	.....	3	268	278
Shawano	5,133	3	20	2,757	2,638
Sheboygan ..	5,344	7	18	2,970	2,921
Taylor	1,991	9	3	1,021	982
Trempealeau.	5,027	6	19	2,627	2,425
Vernon.....	6,962	15	47	3,869	3,787
Vilas	695	.....	.....	365	330
Walworth ...	5,702	18	8	2,767	3,004
Washburn ...	1,170	.....	.....	592	557
Washington .	4,955	.....	1	2,659	2,440
Waukesha ..	7,923	.....	11	4,096	3,888
Waupaca	6,273	5	4	3,201	3,081
Waushara ...	4,033	3	23	2,076	1,983
Winnebago ..	3,855	1	13	1,821	1,740
Wood	4,550	1	3	2,359	2,191

Teachers and Township Libraries.

TEACHERS AND TOWNSHIP LIBRARIES.

COUNTIES— Exclusive of cities under city superin- tendents.	TEACHERS.					TOWNSHIP LIBRARIES	
	Teachers employed.			Teachers' average wages.		Whole No. of volumes purchased since 1887.	Total am't expended for books since 1887.
	Male.	Female.	Total.	For men.	For women.		
Totals ...	2,176	7,712	9,888	\$47 04	\$31 02	139,326	\$85,489 92
Adams	12	105	117	\$31 00	\$20 00	1,438	\$904 40
Ashland ...	6	31	37	49 00	45 00	.....	.....
Barron	46	132	178	43 00	29 00	1,780	1,059 60
Bayfield ...	9	42	51	81 83	43 32	2,361	1,311 20
Brown.....	34	58	92	42 78	30 19	4,487	3,758 58
Buffalo	41	82	123	41 55	29 42	2,630	1,566 48
Burnett....	7	43	50	39 85	32 00	.....	.....
Calumet ...	28	59	87	45 41	31 40	1,853	1,390 72
Chippewa...	38	186	224	37 18	29 40	881	935 34
Clark.....	50	154	204	40 50	29 50	1,664	1,229 22
Columbia ..	50	225	275	45 33	25 00	1,985	1,426 65
Crawford ..	35	115	150	34 50	23 60	1,498	1,020 07
Dane	68	308	376	45 66	28 59	7,434	4,855 26
Dodge	78	196	274	42 00	28 00	3,130	2,322 49
Door	23	53	76	39 00	30 00	3,962	2,646 74
Douglas ...	6	29	35	44 37	41 16	562	407 25
Dunn.....	35	114	149	38 82	28 88	2,460	1,920 67
Eau Claire..	21	103	124	56 25	28 62	2,676	2,026 27
Florence ...	2	15	17	67 50	40 83	166	135 49
Fond du L..	42	202	244	39 60	26 81	2,878	1,754 30
Forest	2	25	27	45 00	34 33	.....	.....
Grant.....	56	324	380	47 60	24 75	2,541	2,079 55
Green	59	227	286	41 41	25 41	614	321 44
Green Lake	22	90	112	36 00	23 50	1,398	942 86
Iowa	23	148	171	61 14	39 79	.....	.....
Iron	5	20	25	72 22	42 20	350	381 78
Jackson ...	34	123	157	40 90	27 35	3,902	2,613 82
Jefferson...	35	157	192	46 77	28 22	2,578	1,914 70
Juneau	35	247	182	43 40	25 35	1,428	1,071 83
Kenosha ...	19	65	84	35 96	33 42	906	571 56
Kewaunee..	38	32	70	39 50	31 33	3,062	1,684 62
La Crosse..	18	65	83	44 95	40 40	1,796	1,214 67
La Fayette..	41	161	202	42 91	25 38	4,050	3,293 69
Langlade ...	13	69	82	37 00	56 64	809	354 76
Lincoln	12	43	55	33 20	31 51	.....	.....
Manitowoc..	75	82	157	48 12	34 75	2,110	1,366 58
Marathon...	64	132	196	36 33	32 00	1,483	1,071 88
Marquette..	12	45	57	51 00	35 00	1,241	857 33
Marquette..	20	67	87	38 60	22 50	760	458 78
Milwaukee..	49	88	137	56 66	40 94	3,569	2,127 39
Monroe	35	197	232	43 33	25 00	1,880	1,298 76

Teachers and Township Libraries.

TEACHERS AND TOWNSHIP LIBRARIES—Continued.

COUNTIES— Exclusive of cities un- der city superin- tendents.	TEACHERS.					TOWNSHIP LIBRARIES	
	<i>Teachers employed.</i>			<i>Teachers' av- erage wages.</i>		Whole No. of volumes purchased since 1887.	Total am't expended for books since 1887.
	Male.	Female.	Total.	For men.	For women.		
Oconto	21	57	78	\$35 63	\$29 50	1,133	\$193 41
Oneida	2	37	39	100 27	45 43	41	34 34
Outagamie..	22	130	152	40 00	28 00	1,570	1,197 27
Ozaukee ...	47	33	80	48 52	31 30	1,170	580 19
Pepin.....	12	44	56	51 26	28 30	909	852 47
Pierce	57	115	172	47 65	31 02	2,278	1,523 87
Polk	28	125	153	41 00	31 00	1,629	1,134 33
Portage	29	117	146	32 62	23 40	1,129	782 08
Price	10	65	75	48 40	36 00	1,817	1,111 20
Racine.....	18	66	84	45 00	27 00	938	586 73
Richland ..	60	180	240	35 16	24 39	1,765	1,193 27
Rock	36	266	302	47 10	28 58	2,996	2,120 74
St. Croix...	46	147	193	.....	.....	2,493	675 81
Sauk	33	184	217	42 93	27 52	3,967	2,775 67
Sawyer	7	25	32	.....	.....	.....	.....
Shawano ..	33	108	141	34 66	28 39	1,622	827 27
Sheboygan..	54	114	168	47 00	28 00	1,635	888 15
Taylor	16	64	80	43 40	31 66	1,492	1,120 33
Trempealeau.	32	129	161	41 91	27 61	3,045	1,541 77
Vernon	55	215	270	38 27	25 13	4,911	3,198 77
Vilas	4	13	17	61 25	43 61	772	.....
Walworth..	29	167	196	60 80	29 26	2,745	1,215 71
Washburn ..	6	34	40	72 16	33 29	750	127 40
Washingt'n	48	79	127	50 00	30 50	2,923	2,043 05
Waukesha ..	49	152	201	46 64	31 70	4,848	2,001 24
Waupaca ..	40	138	178	41 00	28 25	1,188	920 05
Waushara..	33	130	163	30 93	24 63	1,330	818 37
Winnebago..	28	124	152	48 60	26 41	922	728 57
Wood.....	23	95	118	49 00	29 00	986	701 13

Teachers' Certificates.

TEACHERS' CERTIFICATES, 1895-96.

COUNTIES, Exclusive of cities under city superin- tendents.	CERTIFICATES GRANTED BY COUNTY SUPERINTENDENT.						Appli- cants re- fused cer- tifi- cates.	Lim- ited cer- tifi- grant- ed.	Tea- chers. hold- ing state cer- tifi- cates.	Nor- mal grad- uates.	No. who have at- tend- ed Nor- mal school	TOWNSHIP LIBRARIES.			
	1st grade.		3d grade.		Total.	Amount. expended during year.						No. volumes. purchased during year.	Whole No. purchased since 1887.		
	To men.	To women.	To men.	To women.											
Totals...	202	262	464	1,118	1,363	5,716	9,125	2,661	625	341	246	1,775	\$31,732 12	44,421	139,326
Adams...	1	...	3	8	10	66	88	41	5	3	1	10	\$156 70	225	1,438
Ashland...	1	2	1	2	1	30	37	5	...	1	3	10	...	...	...
Barren...	6	5	12	22	25	98	168	22	2	7	8	30	464 60	334	1,780
Bayfield...	3	5	1	9	1	31	50	...	...	2	5	9	355 67	537	2,361
Brown...	3	6	3	12	29	67	120	40	...	6	1	18	675 10	1,094	4,487
Buffalo...	4	1	5	15	34	53	112	36	4	4	2	25	400 75	561	2,630
Burnett...	...	1	...	...	5	16	28	7	1	...	...	4	...	...	...
Calumet...	...	...	3	1	23	57	84	35	13	4	3	...	458 77	625	1,853
Chippewa...	7	8	10	20	15	132	192	54	7	4	6	8	584 69	822	881
Clark...	5	3	18	21	23	109	179	79	10	6	2	40	403 25	585	1,664
Columbia...	1	3	11	18	45	187	265	72	64	7	...	30	573 68	783	1,985
Crawford...	8	11	8	14	16	89	146	43	25	1	...	10	465 50	620	1,498
Dane...	6	6	28	34	38	190	302	198	58	15	2	60	1,433 36	2,047	7,434
Dodge...	6	15	13	27	47	118	226	135	15	3	7	39	602 74	722	3,130
Door...	2	2	7	12	13	40	76	23	18	2	...	5	576 24	773	3,862
Douglas...	2	1	1	7	4	30	45	10	3	...	...	3	77 11	124	562
Dunn...	7	1	8	30	25	169	240	61	13	5	...	16	462 39	741	2,460

Teachers' Certificates.

Eau Claire.	7	5	5	11	8	80	116	65	1	4	2	7	452 16	686	2,676
Florence.	1	1	1	31	26	7	10	6	1	4	4	10	25 64	38	166
Fond du L.	1	1	9	3	2	150	218	51	3	8	4	70	671 36	1,140	2,878
Forest.	9	14	15	3	32	15	20	49	4	26	17	186	1,241 44	1,763	2,541
Grant.	6	9	8	48	36	164	282	64	4	8	4	12	201 92	202	614
Green.	3	5	4	33	20	133	245	35	2	3	3	25	341 55	504	1,398
Green Lake	3	16	4	8	16	40	80	35	2	4	6	40	747 45	.....	.....
Iowa.	3	1	1	37	16	120	198	35	5	5	3	5	225 28	210	350
Iron.	1	1	1	1	20	18	21	1	2	9	3	7	472 93	767	3,902
Jackson.	6	8	9	26	20	84	153	41	14	1	7	5	483 59	759	2,578
Jefferson.	3	3	2	37	25	122	192	82	12	1	.....	25	417 26	606	1,428
Juneau.	4	7	9	10	20	107	157	82	12	1	.....	39	342 68	525	906
Kenosha.	.....	2	4	5	8	55	74	24	2	2	3	25	429 58	561	3,062
Kewaunee.	.....	.....	1	4	36	30	71	47	2	2	3	39	604 60	625	1,796
La Crosse.	1	1	1	3	8	39	52	19	28	3	6	6	160 98	977	4,050
La Fayette	5	3	10	26	18	91	153	60	3	.....	5	12	.....	207	809
Langlade.	.....	3	3	7	10	50	70	4	.....	.....	.....	4	.....	.....	.....
Lincoln.	1	2	3	15	6	36	63	16	.....	6	2	45	958 75	1,591	2,110
Manitowoc.	2	2	5	17	61	89	172	136	.....	.....	.....	10	730 84	809	1,483
Marathon.	3	2	5	13	62	136	225	77	7	1	4	34	383 20	596	1,241
Marquette.	.....	2	3	16	7	56	77	10	.....	1	.....	19	195 62	348	760
Marquette.	13	2	20	14	66	44	159	.....	.....	24	10	90	846 82	1,269	3,569
Milwaukee.	5	4	4	13	8	142	176	22	2	8	5	24	635 76	937	1,880
Monroe.	1	4	6	24	20	60	115	28	1	.....	.....	20	372 43	429	1,133
Oconto.	1	3	6	17	1	21	42	1	.....	2	2	5	34 34	41	41
Oneida.	.....	3	3	14	15	105	138	65	16	1	.....	40	857 36	1,116	1,570
Outagamie.	7	1	14	14	35	32	83	19	5	4	1	44	423 09	853	1,170
Ozaukee.	.....	1	5	12	5	35	58	43	2	5	3	8	288 10	270	909
Pepin.	.....	1	28	40	40	60	175	48	9	4	20	105	447 20	585	2,278
Pierce.	4	3	5	5	13	90	115	38	58	3	.....	20	402 08	648	1,629
Polk.	1	1	5	5	.....	.....	.....	.....	.....	2	.....	12	628 12	594	1,129
Portage.	.....	.....	.....	.....	.....	.....	.....	.....	.....	2	.....	.....	166 04	404	1,817
Price.	.....	3	3	11	4	62	80	17	.....	2	2	12	497 84	809	938
Racine.	1	1	1	11	6	54	77	10	.....	1	1	16	608 18	916	1,765
Richland.	3	2	13	28	34	156	236	69	2	4	4	10	561 81	886	2,986
Rock.	7	12	8	33	33	196	288	58	11	14	8	65	.....	.....	.....

Teachers' Certificates.

TEACHERS' CERTIFICATES, 1885-96—Continued.

COUNTIES, Exclusive of cities under city superin- tendents.	CERTIFICATES GRANTED BY COUNTY SUPERINTENDENT.										TOWNSHIP LIBRARIES.			
	1st grade.		2d grade.		3d grade.		Total.	Appli- cants re- fused cer- tifi- cate grants. ed.	Tea- chers hold- ing state cer- tifi- cates.	Nor- mal school grad- uates.	No. who have at- tend- ed Nor- mal school	Amount expended during year.	No volumes purchased during year.	Whole No. purchased since 1887.
	To men.	To women.	To men.	To women.	To men.	To women.								
St. Croix ..	6	7	13	28	19	126	199	6	13	9	93	256 45	319	2,493
Sauk	9	19	20	70	10	118	246	73	5	12	17	689 84	977	3,967
Sawyer .....	.....	1	1	3	1	12	18	2	3	3	3	.....	.....	.....
Shawano..	1	.....	4	8	20	123	156	33	.....	2	15	628 93	1,032	1,622
Sheboygan.	.....	1	5	4	32	102	144	62	10	6	20	361 09	578	1,635
Taylor.....	.....	2	5	12	10	54	83	20	.....	.....	14	228 54	330	1,492
Trempleau	8	11	15	28	17	84	163	74	1	5	25	758 40	1,011	3,045
Vernon....	3	2	7	5	46	165	228	72	10	1	14	954 49	1,422	4,911
Vilas.....	2	.....	.....	1	2	14	19	.....	.....	.....	5	141 64	96	772
Walworth..	.....	2	5	27	20	132	186	29	25	6	35	667 00	1,004	2,745
Washington	1	2	1	4	2	35	45	3	.....	.....	4	157 30	232	750
Waukesha.	3	2	6	7	23	55	96	36	9	3	15	702 43	1,183	2,923
Waupaca..	3	7	6	33	23	94	166	51	20	13	.....	882 09	1,985	4,848
Waushara.	1	5	4	16	29	94	149	24	.....	8	4	299 96	633	1,188
Winnebago	2	3	10	11	21	97	144	56	1	4	23	545 81	789	1,330
Wood	4	1	2	10	15	101	128	68	4	1	86	259 23	318	922
	6	.....	.....	14	12	82	120	11	5	.....	10	203 42	239	986

Private Schools.

PRIVATE SCHOOLS, 1895-96.

COUNTIES—Exclu- sive of cities.	No. of schools.	TEACHERS.		PUPILS 7 TO 13.	
		Men.	Women.	Not at- tended public school.	Have at- tended 12 weeks or more.
Totals	394	250	308	11,534	12,543
Adams					
Ashland					
Barron	4	9	2	20	96
Bayfield	2		4	229	177
Brown	5	2	5	30	98
Buffalo	1		2	37	37
Burnett					
Calumet	14	3	22	405	527
Chippewa	5		8	180	202
Clark	8	6	2	44	50
Columbia	4	4	4	81	16
Crawford	2	2		6	46
Dane	15	10	21	509	614
Dodge	30	26	5	623	1,006
Door	4	1	3		50
Douglas	1		1	4	2
Dunn	2	1	1	8	28
Eau Claire	5	5			
Florence					
Fond du Lac	20	11	15	699	785
Forest					
Grant	10	4	13	196	347
Green					
Green Lake	3	2	2	250	85
Iowa	1		2	47	40
Iron					
Jackson	8	6	2	1	45
Jefferson	13	9	9	300	364
Juneau	4	2	4	138	84
Kenosha	4	2	5	101	89
Kewaunee	7	6	8	251	162
La Crosse	14	13	2	8	43
La Fayette					
Langlade					
Lincoln					
Manitowoc	26	10	40	1,233	1,387
Marathon	8	7	2	353	259
Marinette					
Marquette					
Milwaukee	17	8	17	796	757
Monroe	7	4	3	154	157

Private Schools.

PRIVATE SCHOOLS, 1895-96—Continued.

COUNTIES—Exclu- sive of cities.	No. of schools.	TEACHERS.		PUPILS 7 TO 13.	
		Men.	Women.	Not at- tended public school.	Have at- tended 12 weeks or more.
Oconto					
Oneida					
Outagamie	11	6	10	296	300
Ozaukee	11	8	5	488	568
Pepin	1		2	115	50
Pierce	4		4	107	78
Polk	1		1	25	10
Portage	1		3	200	200
Price					
Racine	8	4	9	533	501
Richland					
Rock	4	4			59
St. Croix	3	2	3	115	68
Sauk	9	3	4	235	283
Sawyer					
Shawano	12	9	5	395	438
Sheboygan	21	18	6	279	445
Taylor	1	1		2	17
Trempealeau					
Vernon	10	8	1	3	3
Vilas					
Walworth	1		2		20
Washburn					
Washington	27	14	30	976	1,050
Waukesha	10	7	8	366	363
Waupaca	9	10	1	99	200
Waushara					
Winnebago	3	1	2		47
Wood	3	2	8	597	290

Financial Receipts.

FINANCIAL RECEIPTS, 1895-96.

Countries—Exclusive of cities under city superintendent.	From money on hand June 30, 1896.	From taxes levied at district school meeting.	From taxes levied at annual town meeting.	From taxes levied by county board of supervisors.	From state school fund income.	From all other sources.	Total amount received during the year.
Totals	\$767,677 16	\$1,561,725 96	\$195,157 36	\$537, 435 33	\$580,797 69	\$405,782 78	\$1,048,576 28
Adams.....	\$3,169 87	\$7,000 63	.....	\$3,303 47	\$3,453 44	\$1,769 31	\$18,696 72
Ashland.....	6,331 05	.....	\$10,650 00	7,994 00	1,239 92	980 03	27,195 00
Barron.....	16,984 75	20,742 70	.....	8,123 59	9,465 32	5,645 69	60,948 05
Bayfield.....	19,118 93	12,032 00	.....	1,709 37	3,989 89	483 63	63,183 82
Brown.....	10,801 61	10,796 87	112 00	13,160 00	14,704 40	2,536 93	52,111 81
Buffalo.....	5,172 87	18,546 31	668 27	9,315 61	10,032 95	2,292 51	46,028 52
Burnett.....	4,261 18	5,111 98	945 00	2,747 42	2,344 54	1,700 45	17,110 57
Calumet.....	11,534 17	12,129 36	297 21	8,137 39	7,521 85	2,727 95	42,347 94
Chippewa.....	20,460 70	27,402 88	14,710 82	7,485 25	9,484 18	10,143 04	89,686 87
Clark.....	25,705 67	33,720 40	.....	8,712 90	10,948 97	5,255 59	84,343 53
Columbia.....	10,601 42	31,677 58	.....	8,686 96	7,572 64	5,469 04	70,267 75
Crawford.....	7,869 34	11,770 33	.....	6,134 52	5,038 75	2,455 25	33,268 19
Dane.....	21,666 42	63,251 26	423 40	20,662 92	17,844 72	8,891 03	132,739 75
Dodge.....	14,881 10	42,545 73	603 12	15,720 60	15,985 09	11,423 12	101,158 76
Door.....	8,444 55	10,271 35	.....	7,324 01	7,420 03	2,938 95	36,408 89
Douglas.....	3,380 82	1,150 00	19,843 00	1,202 00	1,002 02	5,119 10	31,496 96
Dunn.....	9,862 48	21,491 31	294 42	7,982 15	8,166 15	2,371 01	50,168 07
Eau Claire.....	10,696 23	19,266 69	51 09	6,291 28	6,791 24	3,484 86	46,581 39
Florence.....	5,506 62	4,036 54	6,000 26	8,894 05	1,024 13	102 90	17,564 50
Fond du Lac.....	15,085 37	35,639 67	.....	12,446 79	14,141 99	3,841 41	81,205 23
Forest.....	1,027 06	.....	4,918 11	216 12	468 52	194 41	6,824 22
Grant.....	19,609 09	53,992 68	406 91	16,041 34	18,642 24	16,650 09	125,342 35
Green.....	13,536 88	41,353 16	90 03	8,182 07	7,146 56	17,169 01	87,477 71

Financial Receipts.

FINANCIAL RECEIPTS, 1895 96.—Continued.

COUNTIES.—Exclusive of cities under city superintendent.	From money on hand June 30, 1895.	From taxes levied at district school meeting.	From taxes levied at annual town meeting.	From taxes levied by county board of supervisors.	From state school fund income.	From all other sources.	Total amount received during the year.
Green Lake....	\$4,951 64	\$13,782 70	\$2,141 00	\$5,136 44	\$5,504 81	\$1,090 76	\$32,607 35
Iowa.....	5,582 14	25,635 37	.....	8,413 81	9,512 22	5,441 97	54,585 51
Iron.....	9,610 83	14,815 00	6,950 00	8,145 56	2,337 65	251 20	34,110 24
Jackson.....	17,689 79	18,591 51	100 00	8,860 96	8,815 61	2,817 15	56,875 02
Jefferson.....	14,805 40	42,794 26	1,097 84	10,776 90	14,018 19	38,324 47	121,818 06
Juneau.....	6,425 99	28,996 70	1,590 45	7,176 45	10,141 54	6,120 00	60,451 13
Kenosha.....	2,520 14	15,814 27	.....	3,930 75	4,678 03	3,104 67	30,047 86
Kewaunee.....	5,698 11	12,891 86	570 06	8,774 65	9,162 69	1,550 92	38,648 29
La Crosse.....	7,303 54	13,469 53	.....	5,487 31	7,265 82	3,328 05	36,854 25
La Fayette.....	6,396 20	35,379 75	.....	8,610 26	8,666 64	4,203 02	63,255 87
Langlade.....	9,053 02	14,728 54	2,070 00	2,134 75	2,913 00	1,756 47	32,655 78
Lincoln.....	6,890 45	2,276 71	12,550 00	2,261 88	2,208 43	1,891 34	28,078 84
Manitowoc.....	19,302 33	45,636 47	51 57	18,549 25	22,467 39	3,663 01	109,670 02
Marathon.....	26,675 57	27,566 15	1,475 91	11,786 02	11,552 71	3,115 84	82,172 20
Marquette.....	12,399 54	11,061 10	5,450 00	4,548 13	4,685 76	1,190 14	39,334 67
Marquette.....	4,010 32	6,720 80	60 45	4,932 34	5,152 20	911 68	21,908 29
Milwaukee.....	18,188 24	60,904 60	.....	13,689 77	14,978 27	28,880 79	136,641 67
Monroe.....	15,727 83	34,851 96	21 00	9,633 74	9,944 80	42,427 37	112,606 80
Oconto.....	12,019 62	9,423 13	1,511 70	5,768 37	6,034 45	2,760 35	37,517 62
Onida.....	12,285 06	13,750 00	2,050 00	.....	1,899 17	5,976 77	35,961 00
Outagamie.....	7,876 33	19,406 70	169 36	11,866 58	14,943 11	3,880 44	58,142 52
Ozaukee.....	3,846 90	19,968 29	4,168 58	7,660 34	11,490 08	10,926 06	56,030 25
Pepin.....	3,049 07	8,360 28	.....	3,282 41	5,049 97	1,016 82	20,768 55
Pierce.....	12,399 40	31,855 94	248 25	10,373 37	12,374 24	7,142 25	74,393 45
Polk.....	11,796 77	20,450 40	115 32	7,131 06	7,184 84	4,860 79	51,539 18
Portage.....	16,196 55	12,154 93	202 90	8,396 14	12,765 81	4,048 47	53,763 80

Financial Receipts.

Price	10,491 71	13,873 70	11,120 00	1,457 81	3,343 21	2,233 75	42,530 18
Racine	6,927 82	17,874 36	.....	6,967 54	5,660 72	2,536 29	39,866 73
Richland	9,646 46	23,092 89	.....	9,165 46	8,310 43	11,057 83	61,273 07
Rock	20,805 54	50,740 29	.....	11,122 87	10,870 70	2,800 75	96,340 15
St. Croix	17,036 80	31,583 89	162 13	9,398 87	8,502 81	2,803 71	39,493 21
Sauk	10,218 74	33,373 66	.....	11,365 26	11,223 85	5,351 82	71,534 33
Sawyer .....	.....	.....	17,000 00	11,677 85	660 85	275 15	18,613 85
Shawano	15,333 75	17,312 85	1,000 00	10,490 41	13,777 48	3,513 37	61,427 86
Sheboygan	8,898 11	28,831 86	.....	11,322 57	14,311 67	4,375 04	67,739 25
Taylor	14,585 63	17,841 30	5,100 00	3,964 57	3,372 77	924 75	45,799 02
Trempealeau	10,846 95	19,937 81	.....	9,580 14	9,374 22	3,764 19	53,503 31
Vernon	11,919 73	26,321 00	.....	11,401 50	12,390 03	7,820 32	69,852 58
Vilas	4,043 22	3,195 00	9,600 00	7,779 67	525 65	1,489 37	19,632 91
Walworth	12,353 36	64,767 07	.....	8,417 01	7,844 36	16,531 07	109,912 87
Washburn	5,872 47	1,626 76	14,841 75	3,123 26	1,351 19	2,684 89	29,500 32
Washington	8,672 25	22,491 21	385 29	10,900 66	13,283 51	6,752 31	62,485 23
Waukesha	13,795 50	61,179 61	126 48	13,327 34	12,119 49	5,068 57	105,616 99
Waupaca	13,301 49	21,791 35	.....	10,563 99	9,120 10	6,784 98	61,560 91
Waushara	5,288 96	15,732 08	.....	6,593 32	8,741 64	4,539 79	40,811 79
Winnebago	7,586 09	17,908 19	64 54	7,143 77	8,267 27	2,857 16	43,832 02
Wood	21,762 99	26,984 70	119 03	8,143 84	8,467 77	7,266 55	72,744 88

Financial Disbursements.

FINANCIAL DISBURSEMENTS, 1885-86.

COUNTIES— Exclusive of cities under city superin- tendents.	For build- ing and repairing.	For ap- paratus.	For serv- ices of male teachers.	For services of female teachers.	For old in- debted- ness.	For school furniture.	For all other pur- poses.	Total amount paid out during the year.	Money on hand June 30, 1886.
Totals...	\$389,442 06	\$71,143 93	\$628,089 01	\$1,425,982 90	\$198,766 63	\$54,985 46	\$488,902 74	\$3,257,323 38	\$791,252 90
Adams	\$1,677 01	\$153 55	\$1,577 50	\$9,318 50	\$381 40	\$438 54	\$1,844 16	\$15,390 06	\$3,306 06
Ashland	2,411 94	1,243 08	2,252 00	10,837 00	300 00	778 96	4,974 76	22,797 74	4,387 26
Barron	3,014 33	1,256 74	8,953 62	20,235 40	2,286 66	833 76	5,694 84	42,295 35	18,652 70
Bayfield ...	12,822 42	666 34	4,940 00	16,408 10	1,829 00	1,015 31	15,684 90	53,366 07	9,817 75
Brown	2,961 21	625 94	12,447 00	15,264 60	1,727 82	726 22	6,609 00	40,361 79	11,750 02
Buffalo ...	1,594 21	691 07	10,859 50	14,808 68	3,076 03	562 86	5,299 09	36,891 44	9,137 08
Burnett ...	1,036 93	500 97	1,402 50	5,483 00	1,260 59	441 32	2,151 58	12,276 89	4,833 68
Calumet ...	3,364 34	924 49	9,005 00	14,007 00	1,173 83	628 90	4,731 05	33,834 61	8,513 33
Chippewa ...	5,030 19	2,186 48	9,544 35	31,261 75	1,474 12	1,549 54	9,246 67	60,393 10	29,293 77
Clark	7,190 14	2,207 52	13,107 00	27,408 90	1,093 79	2,102 12	13,957 42	67,066 89	17,276 64
Columbia ...	11,195 21	470 45	11,267 55	27,376 28	1,558 73	725 51	7,628 19	60,221 92	10,045 83
Crawford ...	1,977 52	981 22	7,145 95	12,740 25	768 32	423 63	2,804 16	26,841 35	6,426 84
Dane	17,660 17	1,998 21	16,811 75	60,432 60	5,527 25	1,624 54	16,977 92	121,032 44	11,707 31
Dodge	9,177 24	1,177 92	20,796 50	36,828 68	2,720 23	944 65	12,965 23	84,610 45	16,548 31
Door	3,387 85	508 22	7,109 85	11,531 69	797 76	426 89	4,220 32	27,982 58	8,426 31
Douglas ...	5,359 97	1,386 41	2,270 00	9,220 00	1,353 00	656 83	5,416 29	25,662 41	5,834 56
Dunn	2,514 24	1,540 31	6,859 00	23,232 50	1,191 48	512 72	5,220 56	41,070 81	9,097 26
Eau Claire ..	2,392 81	904 87	6,118 92	18,040 80	2,504 25	547 60	5,431 74	35,940 99	10,640 40
Florence ...	460 26	416 97	1,170 00	5,533 40	404 25	223 17	2,406 99	10,615 04	6,949 46
Fond d'Lac ..	7,845 15	826 37	9,991 64	32,900 51	2,909 09	636 63	8,439 63	63,549 02	17,656 21
Forest	1,448 60	22 69	1,457 50	2,442 01	.....	85 46	891 64	6,347 90	476 32

Financial Disbursements.

Grant.....	13,332 71	1,493 60	18,884 00	51,723 70	7,236 07	1,275 43	12,527 80	106,473 31	18,869 04
Green.....	12,459 73	975 39	11,313 00	27,864 50	7,835 06	829 37	10,262 57	71,642 62	15,835 09
Green Lake.....	3,220 11	306 21	4,680 50	12,189 25	3,227 39	224 32	2,852 81	26,700 59	5,906 76
Iowa.....	1,498 37	991 42	8,091 00	25,834 58	5,043 96	1,244 78	6,535 95	49,290 06	5,395 45
Iron.....	2,763 11	343 65	3,900 00	8,633 75	1,270 90	48 98	4,602 30	22,562 69	11,547 55
Jackson.....	2,985 15	1,217 76	8,476 73	19,286 35	232 75	753 57	6,473 74	38,409 05	18,465 97
Jefferson.....	35,581 18	2,032 75	13,123 50	34,559 12	6,284 61	1,016 86	9,145 24	101,742 26	20,075 80
Juneau.....	3,013 79	521 22	8,625 25	23,015 30	4,834 08	442 49	7,900 76	48,522 89	11,923 24
Kenosha.....	2,131 31	136 53	4,724 92	13,501 99	613 02	181 26	2,965 14	24,254 17	5,783 69
Kewaunee.....	1,187 42	502 18	13,314 50	9,718 09	803 06	591 05	5,994 02	32,110 23	6,538 06
La Crosse.....	3,341 84	1,105 02	5,456 50	13,509 05	685 10	700 64	3,279 47	28,077 62	8,776 63
Lafayette.....	5,070 64	1,578 29	12,547 45	28,017 47	1,790 99	899 43	8,012 81	57,917 08	5,338 79
Langlade.....	2,357 78	312 55	3,204 00	12,679 97	981 15	391 53	3,149 64	23,076 62	9,579 16
Lincoln.....	4,186 73	1,204 29	2,587 50	8,985 50	619 33	381 75	4,951 82	22,916 92	5,161 92
Manitowoc.....	5,969 81	1,169 07	33,493 22	29,112 00	6,853 11	2,245 13	12,276 79	91,119 13	18,550 89
Marathon.....	5,554 17	3,108 71	14,711 00	24,546 04	1,290 25	1,624 02	7,263 24	58,097 43	24,074 77
Marquette.....	1,750 96	303 66	4,952 00	13,285 25	736 12	725 39	4,429 61	26,182 99	13,151 68
Marquette.....	257 62	202 22	4,941 00	8,617 45	650 19	489 09	2,322 76	17,180 33	4,627 96
Milwaukee.....	20,775 22	2,863 02	26,203 02	33,222 43	9,935 87	2,594 13	19,168 02	114,781 71	21,859 96
Monroe.....	26,719 55	1,562 99	11,740 85	31,075 12	3,586 87	2,372 87	14,490 06	91,548 31	21,058 49
Oconto.....	2,029 02	456 85	6,289 60	11,534 25	1,083 77	427 13	4,327 66	26,158 28	11,359 34
Oneida.....	7,460 83	678 12	1,805 00	13,945 70	.....	1,112 04	5,412 11	30,413 90	5,547 10
Ozaukee.....	10,584 51	250 99	17,622 30	8,537 00	8,021 58	708 91	5,951 79	44,022 35	13,520 17
Pepin.....	1,177 14	378 96	4,244 35	8,090 65	260 45	79 90	1,977 37	51,677 08	6,373 17
Pierce.....	4,811 38	1,636 11	14,402 36	21,811 45	5,233 81	932 85	10,672 91	59,620 87	14,772 58
Polk.....	3,733 08	1,128 69	5,510 50	19,419 90	3,498 80	283 76	5,295 09	38,869 82	12,609 36
Portage.....	3,953 67	718 63	5,791 00	14,709 00	2,648 03	934 88	3,161 65	31,743 36	22,020 44
Price.....	2,018 71	2,252 91	3,791 00	15,918 90	1,023 21	471 87	7,420 05	32,896 65	9,633 53
Racine.....	2,187 53	847 59	5,948 00	17,857 00	876 86	928 33	4,786 70	32,732 01	7,134 72
Richland.....	9,774 74	738 13	9,939 50	20,851 21	2,220 81	253 66	7,419 81	51,197 89	10,075 18
Rock.....	5,312 35	1,711 03	10,773 50	42,647 03	3,498 97	1,051 48	10,540 28	75,524 56	20,815 50
St. Croix.....	2,511 82	1,564 78	13,070 25	27,810 20	1,067 91	762 79	9,191 28	56,579 03	12,914 18
Sauk.....	4,891 80	1,801 72	10,527 33	32,204 26	5,029 26	808 48	6,926 50	62,189 35	9,344 98
Sawyer.....	.....	600 00	2,535 00	5,799 71	5,708 02	375 00	3,596 12	18,613 85	.....
Shawano.....	4,462 15	466 76	8,217 08	18,744 00	3,342 00	940 32	5,539 92	41,712 23	19,715 63

Financial Disbursements.

FINANCIAL DISBURSEMENTS, 1895-96.—Continued.

COUNTIES— Exclusive of cities under city superin- tendents.	For build- ing and repairing.	For ap- paratus.	For ser- vices of male teachers.	For services of female teachers.	For old in- debted- ness.	For school furniture.	For all other pur- poses.	Total amount paid out during the year.	Money on hand June 30, 1896.
Sheboygan	\$3,375 87	\$909 41	\$16,331 86	\$22,812 00	\$5,931 18	\$676 32	\$7,562 24	\$57,598 88	\$10,140 37
Taylor	3,762 65	1,838 27	5,208 65	14,048 98	3,134 92	763 96	5,624 20	34,381 63	11,417 39
Trempealeau	3,251 51	1,021 34	9,063 00	20,175 82	545 45	619 80	7,093 30	41,770 22	11,733 09
Vernon.....	8,065 79	1,471 63	10,968 35	26,490 13	3,311 31	1,388 00	7,386 22	59,081 43	10,771 15
Vilas.....	1,303 09	800 00	1,208 00	5,370 00	1,699 42	985 49	3,723 08	15,089 08	4,543 83
Walworth .	7,342 85	446 05	13,050 96	46,805 32	8,093 52	747 06	18,644 52	95,130 28	14,782 59
Washington	2,294 37	1,204 55	2,940 00	9,241 75	2,985 29	728 45	3,472 90	22,877 31	6,623 01
Waukesha	2,800 89	343 19	18,919 50	18,905 79	9,233 76	604 35	6,339 22	56,246 70	6,238 53
Waupaca...	8,839 92	1,104 23	18,144 50	40,285 84	6,981 07	1,559 93	13,458 95	90,374 44	15,242 55
Waushara.	3,379 50	655 01	9,984 37	25,429 32	3,158 47	532 09	6,948 98	50,087 74	11,473 17
Winnebago	3,405 32	749 43	4,886 75	16,323 25	1,009 69	369 49	4,765 94	31,509 87	9,301 92
Wood	1,644 19	649 99	5,228 00	19,210 91	2,165 20	422 56	6,245 91	35,567 76	8,264 26
	12,046 32	1,225 23	7,336 25	22,139 78	3,755 41	677 82	8,541 72	55,722 53	17,022 35

Cities—Children and Enrollment.

CITIES UNDER CITY SUPERINTENDENTS—1895-96.

CITIES.	CHILDREN RESIDING IN CITY.				ENROLLMENT IN SCHOOLS.									
	No. between 4 and 20.			No. between 7 and 13.	No. between 4 and 20 who have attended public schools.			Under 4.	Over 20.	Total No. enrolled.	No. between 7 and 13 who attended.		Average daily attendance of all pupils.	
	Male.	Fe-male.	Total.		Male.	Fe-male.	Total.				Public school 12 weeks or more.	Private school 12 weeks or more.		
Totals.....	111,650	114,482	226,132	94,068	54,814	55,541	110,355	16	157	110,528	63,899	29,463	85,989	
Antigo.....	818	786	1,604	778	379	465	844	.....	.....	844	499	263	1,000
Appleton.....	2,483	2,654	5,137	2,255	1,183	1,150	2,333	.....	4	2,337	1,246	949	1,698
Ashland.....	1,651	1,698	3,349	1,671	972	986	1,968	.....	6	1,975	998	433	1,299
Baraboo.....	725	837	1,562	726	687	789	1,476	.....	1	1,477	701	.....	1,071
Beaver Dam.....	921	874	1,795	768	478	446	924	.....	1	925	579	181	720
Beloit.....	1,263	1,325	2,588	1,046	835	952	1,787	.....	1	1,788	941	51	1,281
Berlin.....	681	670	1,351	613	400	424	824	2	1	827	362	249	586
Brodhead.....	235	224	459	237	215	199	414	.....	3	417	215	.....	350
Chippewa Falls..	1,503	1,613	3,116	1,401	634	719	1,353	.....	6	1,359	1,000	401	1,113
Columbus.....	307	331	638	233	237	232	469	.....	9	478	225	28	345
De Pere.....	456	510	966	334	150	170	320	.....	1	321	144	186	269
Eau Claire.....	3,138	3,168	6,306	2,936	2,116	2,015	4,131	.....	16	4,147	2,657	517	5,393
Fond du Lac.....	2,255	2,534	4,789	1,756	.....	.....	.....	.....	.....	.....	1,273	452	1,784
Grand Rapids....	381	348	729	431	218	205	423	.....	4	427	440	110	351

Cities—Children and Enrollment.

CITIES UNDER CITY SUPERINTENDENTS—1885-86—Continued.

CITIES.	CHILDREN RESIDING IN CITY.					ENROLLMENT IN SCHOOLS.					Average daily attendance of all pupils.	
	No. between 4 and 10.			No. between 7 and 13.	Total.	No. between 4 and 10 who have attended public schools.	Under 4.	Over 20.	Total No. enrolled.	No. between 7 and 13 who attended.		
	Male.	Fe- male.	Total.									
	Male.	Fe- male.	Total.	Male.	Fe- male.	Total.					Public school 12 weeks or more.	Private school 12 weeks or more.
Green Bay	2,960	3,063	6,023	2,626	1,826	1,763	3,589	.....	3,589	2,002	549	2,469
Hudson	488	529	1,017	406	401	447	848	.....	848	396	10	670
Janesville	2,128	2,184	4,312	1,513	1,106	1,192	2,298	.....	2,298	1,401	263	1,787
Kaukauna	1,097	1,127	2,224	.....	398	382	780	.....	780	750	800	1,867
Kenosha	1,406	1,380	2,786	1,207	519	581	1,100	.....	1,102	566	553	837
La Crosse	4,787	5,249	10,036	4,419	2,048	3,072	5,120	.....	5,129	3,272	914	4,133
Madison	2,444	2,477	4,921	1,975	1,262	1,266	2,528	.....	2,528	1,402	524	2,009
Marquette	2,576	2,473	5,049	2,308	1,739	1,635	3,374	.....	3,375	2,090	.....	2,412
Menasha	1,045	1,066	2,111	797	396	430	826	.....	826	501	466	604
Menomonie	1,081	1,032	2,123	1,078	848	800	1,708	.....	1,715	901	198	1,271
Merrill	1,390	1,477	2,867	1,162	885	838	1,823	.....	1,823	956	171	1,288
Milwaukee	44,745	45,431	90,176	35,575	18,259	17,285	35,544	.....	35,544	20,032	14,518	27,721
Mineral Point....	531	576	1,107	453	353	387	740	.....	740	404	47	502
Neenah	1,020	1,140	2,160	953	630	647	1,277	.....	1,277	859	86	1,067
New London	436	441	877	546	200	222	422	.....	424	249	203	307
Oconto	980	946	1,926	941	502	409	911	.....	912	467	446	730
Onalaska	307	297	604	280	252	213	465	.....	465	283	1	352

Cities—Children and Enrollment.

Oshkosh	4,206	4,494	8,700	3,286	2,739	2,782	5,521	.....	.....	5,521	1,916	1,205	3,137
Portage	868	928	1,786	710	491	500	991	3	3	991	474	229	715
Prairie du Chien	555	580	1,135	537	247	248	495	.....	.....	495	282	255	323
Racine	4,056	4,271	8,327	3,814	2,121	2,241	4,362	.....	3	4,362	2,610	1,029	3,501
Reedsburg	333	338	671	311	251	244	495	.....	2	495	274	22	384
Rice Lake	447	462	809	473	383	379	762	.....	1	762	432	.....	486
Ripon	535	548	1,083	475	435	415	850	.....	.....	850	446	.....	638
Sheboygan	3,902	3,891	7,783	3,393	1,682	1,763	3,445	.....	7	3,445	1,831	1,307	2,602
Stevens Point	1,841	1,834	3,675	1,545	844	794	1,638	.....	1	1,638	1,044	490	1,283
Sturgeon Bay	535	542	1,077	419	334	327	661	.....	1	661	354	50	469
Superior	3,058	3,054	6,112	2,846	2,402	2,545	4,947	.....	60	4,947	2,749	243	3,041
Tomahawk	307	348	655	316	251	336	587	.....	.....	587	312	.....	.....
Watertown	1,827	1,776	3,603	1,589	568	569	1,137	.....	.....	1,137	988	601	922
Wausau	401	404	805	582	347	348	695	.....	.....	695	582	.....	534
Whitewater	2,077	2,056	4,133	1,957	1,221	1,188	2,409	.....	.....	2,409	1,484	383	1,925
	464	476	940	391	370	371	741	.....	9	741	310	80	581

CITIES UNDER CITY SUPERINTENDENTS, 1885-86.

Cities—Teachers—Salaries—Certificates.

CITIES UNDER CITY SUPERINTENDENTS, 1885-86.

CITIES.	TEACHERS EMPLOYED.		Total.	TEACHERS' SALARIES.		CERTIFICATES GRANTED BY CITY SUPERINTENDENTS.								
	Men.	Women.		Average to men.	Average to women.	1st Grade.		2d Grade.		3d Grade.		Total.		
						To men.	To women.	To men.	To women.	To men.	To women.			
Totals.....	264	2,182	2,446	\$1,017 00	\$411 54	23	72	11	204	13	533	887		
Antigo.....	1	17	18	\$1,200 00	\$415 00	.....	8	.....	9	1	8	.....	29
Appleton.....	10	51	61	1,004 07	417 09	3	1	.....	6	.....	8	.....	15
Ashland.....	4	34	38	651 00	527 00	.....	.....	.....	.....	.....	.....	.....	.....
Baraboo.....	1	29	30	1,200 00	473 85	.....	.....	.....	.....	.....	.....	.....	.....
Beaver Dam.....	1	19	20	1,750 00	421 00	1	3	.....	3	.....	13	.....	20
Beloit.....	3	40	43	1,016 66	422 50	.....	.....	.....	15	.....	.....	.....	18
Berlin.....	3	17	20	813 33	378 00	.....	2	1	3	.....	6	.....	12
Brodhead.....	1	10	11	1,200 00	357 50	.....	3	.....	2	.....	4	.....	9
Chippewa Falls.....	5	29	34	1,734 00	445 34	1	5	.....	4	2	5	.....	17
Columbus.....	1	10	11	1,400 00	407 00	.....	.....	.....	7	.....	.....	.....	7
DePere.....	.....	8	8	.....	466 25	.....	.....	.....	.....	.....	.....	.....	.....
Eau Claire.....	9	73	82	821 55	423 27	1	1	.....	5	.....	34	.....	41
Fond du Lac.....	2	55	57	1,200 00	425 00	.....	.....	.....	.....	.....	45	.....	45
Grand Rapids.....	3	67	70	653 33	390 00	2	.....	.....	.....	.....	6	.....	8
Green Bay.....	4	62	66	967 50	443 40	.....	13	1	22	.....	.....	.....	36
Hudson.....	1	66	67	1,550 00	397 00	.....	2	.....	4	.....	5	.....	11
Janesville.....	5	51	56	801 00	335 00	.....	6	.....	25	.....	13	.....	44
Kaukauna.....	3	14	17	831 00	378 00	.....	.....	.....	.....	.....	3	.....	5
Kenosha.....	2	23	25	1,000 00	475 08	1	1	.....	1	.....	11	.....	14

Cities—Teachers—Salaries—Certificates.

Cities—Private Schools.

PRIVATE SCHOOLS—CITIES—1895-96.

Cities under city superintendents.	No. of schools.	TEACHERS.		Pupils 7 to 13, 12 weeks or more.
		Men.	Women.	
Totals	131	66	228	11,670
Antigo	3			
Appleton	5	6	22	1,038
Ashland	3	1	10	433
Baraboo				
Beaver Dam	3	1	2	
Beloit	1		1	25
Berlin	3	2	5	249
Brodhead				
Chippewa Falls				
Columbus	1	1		28
De Pere	2		7	
Eau Claire				
Fond du Lac	6			
Grand Rapids	2	1	9	150
Green Bay	4	1	14	549
Hudson				
Janesville				
Kaukauna	3	2	11	741
Kenosha	7	4	14	553
La Crosse	9			914
Madison	5			
Marinette	4	1	11	315
Menasha	4	1	13	
Menomonie	3			
Merrill	3	3	1	276
Milwaukee				
Mineral Point	1		2	47
Neenah	1	1	1	86
New London	4	3	3	203
Oconto	3	1	11	446
Onalaska				
Oshkosh	8	11	21	1,556
Portage	3	2	6	312
Prairie du Chien	2			
Racine	10	10	20	1,086
Reedsburg	2	2		22
Rice Lake				
Ripon	1	1		42
Sheboygan	6			1,307
Stevens Point	4		14	490
Sturgeon Bay	1		3	50
Superior	2		9	279
Tomahawk				
Watertown	5	7		
Waupaca				
Wausau	4	3	6	383
Whitewater	3	1	4	88

Cities—Financial Receipts.

CITIES UNDER CITY SUPERINTENDENTS—FINANCIAL RECEIPTS, 1895-96.

Cities.	Amount on hand June 30, 1895.	From taxes for building and repairing.	From taxes for teachers' wages.	From general taxes for school purposes.	From tax levied by county board.	From income of school fund.	From all other sources.	Total.
Totals	851, 300 68	\$108, 114 25	\$14, 531 22	\$1, 129, 586 49	\$323, 735 19	\$277, 049 87	\$112, 275 64	\$2, 816, 583 34
Antigo.....	\$1, 575 80	.....	\$275 15	\$10, 500 00	\$1, 787 96	\$1, 802 94	\$122 00	\$16, 063 85
Appleton.....	11, 908 40	\$4, 400 00	8, 500 00	36, 250 01	6, 448 12	7, 038 47	20, 191 43	94, 736 43
Ashland.....	213 09	.....	.....	19, 230 00	8, 939 30	4, 314 06	2 06	32, 758 51
Baraboo.....	10, 833 07	.....	.....	16, 028 00	1, 784 28	2, 161 42	2, 594 60	33, 401 37
Beaver Dam.....	3, 781 42	.....	.....	10, 000 00	4, 155 54	1, 595 45	307 60	19, 840 01
Beloit.....	.....	2, 876 67	.....	17, 500 00	2, 635 82	701 49	3, 129 23	26, 903 21
Berlin.....	4, 477 36	.....	.....	7, 000 00	1, 765 86	3, 500 72	709 81	17, 453 75
Brodhead.....	1, 335 49	.....	.....	4, 180 00	592 81	618 93	562 40	7, 289 63
Chippewa Falls.....	8, 937 49	.....	.....	16, 000 00	3, 800 00	3, 616 63	4, 123 75	36, 477 87
Columbus.....	6, 923 70	.....	.....	5, 620 00	779 78	779 78	1, 362 60	15, 465 86
De Pere.....	3, 406 16	.....	.....	3, 200 00	1, 113 13	870 16	385 65	8, 985 10
Eau Claire.....	26, 136 34	10, 000 00	.....	42, 966 00	7, 554 65	5, 550 09	858 54	93, 065 62
Fond du Lac.....	10, 987 18	20, 000 00	.....	25, 000 00	5, 819 49	4, 256 59	2, 973 25	69, 036 51
Grand Rapids.....	339 84	.....	.....	4, 000 00	944 49	855 91	9, 800 00	15, 940 23
Green Bay.....	.....	9, 000 00	.....	23, 416 69	6, 828 90	6, 793 88	880 17	52, 919 64
Hudson.....	3, 569 44	.....	.....	6, 849 16	1, 117 48	275 01	200 00	12, 041 09
Janesville.....	23, 796 63	.....	.....	23, 000 00	5, 312 32	5, 027 34	1, 347 48	58, 453 77
Kaukauna.....	3, 147 99	.....	.....	9, 121 88	2, 023 13	2, 465 71	200 00	16, 957 71
Kenosha.....	11, 139 47	.....	275 00	22, 500 00	3, 000 00	4, 987 90	2, 572 21	44, 454 58
La Crosse.....	32, 028 32	.....	.....	71, 713 26	11, 721 26	3, 574 43	775 98	119, 813 25
Madison.....	5, 904 00	15, 000 00	.....	29, 970 52	5, 895 00	5, 611 87	2, 339 57	64, 720 96
Marinette.....	.....	.....	.....	40, 000 00	5, 129 35	10, 823 41	389 31	56, 342 07
Mennasha.....	10, 660 83	.....	.....	8, 000 00	2, 387 23	2, 112 06	15, 236 99	38, 397 11

Cities—Financial Receipts.

CITIES UNDER CITY SUPERINTENDENTS—FINANCIAL RECEIPTS, 1885-86—Continued.

Cities.	Amount on hand June 30, 1885.	From taxes for building and repairing.	From taxes for teachers' wages.	From general taxes for school purposes.	From tax levied by county board.	From income of school fund.	From all other sources.	Total.
Menomonie.....	\$3,806 88	\$3,000 00	\$453 92	\$16,000 00	\$2,486 70	2,513 09	\$374 09	\$28,634 68
Merrill.....	8,464 65	.....	.....	10,000 00	4,000 00	3,057 72	380 73	25,903 10
Milwaukee.....	100,140 68	.....	.....	360,000 00	110,000 00	104,976 72	9,012 98	984,130 38
Mineral Point...	649 78	.....	.....	4,500 00	1,275 89	2,261 42	638 15	9,355 24
Neeah.....	6,129 70	.....	.....	12,117 81	2,770 36	4,760 20	275 15	26,053 23
New London.....	273 98	.....	.....	3,902 91	.....	1,213 34	2,253 42	8,410 07
Oconto.....	2,711 40	.....	4,752 00	.....	2,549 32	2,264 24	243 00	12,519 96
Onalaska.....	2,091 09	.....	275 15	5,500 00	736 80	718 36	72 50	9,393 90
Oshkosh.....	1,311 38	.....	.....	13,000 00	50,326 21	9,892 71	5,429 79	79,900 09
Portage.....	26,538 26	.....	.....	7,692 00	2,394 60	2,121 04	1,305 93	40,081 83
Prairie du Chien..	3,007 81	.....	.....	1,500 00	1,425 70	1,376 85	437 67	7,748 03
Racine.....	25,364 84	33,837 58	.....	35,000 00	16,000 00	9,829 80	1,581 24	121,613 46
Redsburg.....	5,186 56	.....	.....	5,000 00	786 50	193 06	4,633 82	15,799 94
Rice Lake.....	3,698 32	.....	.....	5,801 32	1,205 89	2,070 69	312 35	13,058 57
Ripon.....	747 04	.....	.....	10,176 64	1,280 26	1,685 26	5,589 57	19,478 77
Sheboygan.....	32,191 58	.....	.....	45,818 50	9,081 06	17,852 79	1,500 43	106,444 36
Stevens Point....	5,349 56	10,000 00	.....	16,750 00	4,084 32	7,176 85	562 18	43,922 91
Sturgeon Bay.....	1,210 86	.....	.....	5,333 00	1,258 70	1,186 48	111 19	9,100 23
Superior.....	133,014 82	.....	.....	60,000 00	6,653 38	6,465 42	438 18	206,571 80
Tonahawek.....	4,126 92	.....	.....	8,000 00	.....	902 58	.....	13,029 50
Watertown.....	4,152 55	.....	.....	7,337 24	5,198 12	8,123 24	310 69	25,121 84
Waupaca.....	.....	.....	.....	8,784 33	1,729 64	521 09	3,514 31	14,549 37
Wausau.....	.....	.....	.....	16,000 00	4,818 40	4,975 85	1,491 87	27,286 12
Whitewater.....	.....	.....	.....	13,297 22	1,282 03	1,576 82	721 77	16,877 84

Cities—Financial Disbursements.

CITIES—FINANCIAL DISBURSEMENTS—1895-96.

Cities—Un- der city super- intendents.	For build- ing and repairing.	For appa- ratus and library.	For wages of male teachers.	For wages of female teachers.	For old indebted- ness.	For all other pur- poses.	Total.	Balance on hand June 30, 1896.	Deficit.
Totals	\$248, 975 52	\$23, 091 52	\$288, 580 39	\$1, 051, 833 29	70, 571 92	\$377, 729 34	\$2, 060, 781 78	\$757, 065 18	\$1, 253 62
Antigo	\$3, 497 00	\$83 13	\$1, 200 00	\$6, 421 50	.....	\$3, 167 72	\$14, 369 35	\$1, 694 50	.....
Appleton	20, 646 56	1, 732 50	10, 040 70	21, 271 52	\$22, 405 25	10, 982 63	87, 079 16	7, 657 27	.....
Ashland	622 45	392 97	1, 952 00	16, 834 09	.....	8, 220 37	28, 021 88	4, 736 63	.....
Baraboo	4, 043 75	295 31	1, 200 00	13, 989 69	.....	5, 009 23	24, 537 98	8, 863 39	.....
Beaver Dam	532 65	275 00	1, 750 00	8, 000 00	926 03	8, 173 75	19, 657 43	.....	.....
Beloit	192 51	275 00	3, 050 00	14, 715 57	574 59	8, 755 44	27, 563 11	192 58	.....
Berlin	296 97	232 26	2, 345 00	6, 111 48	.....	2, 698 63	11, 684 34	.....	\$659 90
Brodhead .....	.....	163 63	1, 200 00	3, 575 00	365 00	713 38	6, 017 01	5, 769 41	.....
Chippewa Fls	531 54	72 87	3, 670 00	12, 915 00	.....	5, 039 36	22, 228 77	1, 272 62	.....
Columbus	5, 300 94	117 37	1, 400 00	4, 037 50	.....	1, 527 17	12, 382 98	14, 249 10	.....
De Pere	134 53	135 22	.....	3, 822 50	.....	712 37	4, 804 62	3, 082 88	.....
Eau Claire	22, 138 01	54 40	7, 325 03	30, 138 58	3, 330 63	12, 257 02	75, 263 67	17, 101 95	.....
Fond du Lac	7, 861 24	546 25	2, 400 00	23, 607 76	.....	13, 173 38	47, 588 63	21, 447 88	.....
Grand Rapids	670 00	691 70	1, 890 00	2, 650 00	.....	485 23	6, 386 93	9, 553 30	.....
Green Bay	10, 829 59	514 00	3, 870 00	28, 571 24	650 00	8, 608 61	53, 043 44	.....	123 80
Hudson	500 00	200 00	1, 350 00	6, 294 00	.....	1, 100 00	9, 474 00	2, 567 09	.....
Janesville	13, 473 28	2, 953 34	4, 005 00	18, 135 37	.....	10, 490 18	49, 057 17	9, 426 60	.....
Kaukauna	101 27	313 00	3, 065 00	5, 750 00	4, 785 17	1, 850 98	15, 865 42	1, 092 29	.....
Kenosha	10, 969 64	200 00	2, 000 00	10, 334 20	.....	9, 423 87	32, 927 71	11, 526 87	.....
La Crosse	2, 791 89	119 42	12, 798 38	65, 769 23	.....	5, 030 28	86, 509 20	33, 304 05	.....
Madison	5, 446 46	222 37	4, 400 00	27, 138 69	.....	10, 983 70	48, 191 22	16, 529 74	.....
Marquette	1, 025 87	1, 738 21	3, 650 00	27, 167 14	12, 508 85	2, 386 69	55, 476 16	865 91	.....
Menasha	3, 323 88	1, 164 44	1, 750 00	5, 731 25	.....	2, 023 09	13, 034 66	25, 362 45	.....
Menomonie	2, 209 33	249 56	4, 905 00	11, 591 35	.....	6, 318 09	25, 273 33	3, 361 35	.....

Cities—Financial Disbursements.

CITIES—FINANCIAL DISBURSEMENTS, 1895-96—Continued.

Cities—Under city superintendents.	For building and repairing.	For apparatus and library.	For wages of male teachers.	For wages of female teachers.	For old indebtedness.	For all other purposes.	Total.	Balance on hand June 30, 1896.	Deficit.
Merrill.....	\$1,711 60	\$40 61	\$2,385 00	\$11,427 49	.....	\$3,080 57	\$18,645 27	\$7,257 83	.....
Milwaukee.....	.....	2,308 76	129,451 28	388,353 81	.....	90,541 60	610,655 45	373,471 83	.....
Mineral Point.....	285 26	267 56	2,470 00	3,623 71	.....	1,582 38	8,228 91	1,126 33	.....
Neenah.....	3,277 56	181 83	1,600 00	10,367 81	\$1,050 00	3,085 04	19,562 24	6,490 98	.....
New London.....	531 17	148 69	900 00	3,310 00	.....	2,827 03	7,716 89	693 18	.....
Oconto.....	.....	.....	3,600 00	6,472 43	.....	.....	10,072 43	2,447 53	.....
Onalaska.....	1,376 94	1,071 87	1,300 00	3,031 50	155 00	457 44	7,422 75	1,971 15	.....
Oshkosh.....	5,240 46	500 00	11,800 00	37,650 00	.....	24,498 15	79,688 61	271 48	.....
Portage.....	28,203 62	617 41	1,400 00	7,255 00	.....	2,696 27	40,172 30	.....	\$80 47
Prairie du Chien.....	191 24	63 00	1,850 00	2,450 00	.....	1,622 87	6,177 11	1,570 92	.....
Racine.....	38,350 79	1,087 15	11,750 00	34,606 25	.....	19,061 97	104,856 16	16,757 30	.....
Reedsburg.....	6,655 69	320 64	2,195 00	3,217 42	.....	1,592 69	13,981 44	1,818 50	.....
Rice Lake.....	1,625 00	621 13	1,525 00	3,529 25	.....	1,802 14	9,102 52	3,956 05	.....
Ripon.....	946 55	306 30	1,920 00	6,327 50	1,750 00	8,372 77	19,623 12	.....	144 35
Sheboygan.....	24,276 92	965 23	11,650 50	30,701 03	.....	13,452 54	81,046 22	25,398 14	.....
Stevens Point.....	11,947 71	289 59	3,545 00	14,046 50	1,050 00	6,567 56	37,339 36	6,583 55	.....
Sturgeon Bay.....	140 35	204 75	1,935 00	3,760 00	.....	499 21	6,539 31	2,560 92	.....
Superior.....	3,971 78	248 27	5,347 50	63,664 39	16,272 15	31,957 04	121,461 18	85,110 62	.....
Tomahawk.....	1,047 12	777 93	1,000 00	4,200 00	.....	1,452 15	8,487 20	4,542 30	.....
Watertown.....	621 56	180 81	3,300 00	8,872 50	.....	3,348 45	16,323 32	8,898 52	.....
Waupaca.....	557 58	391 01	1,150 00	5,058 25	1,629 25	5,998 38	14,784 47	.....	235 10
Wausau.....	373 27	18 15	3,080 00	17,733 79	759 74	4,551 43	26,526 38	759 74	.....
Whitewater.....	565 39	738 88	2,200 00	7,552 00	2,330 26	2,544 44	15,930 97	946 87	.....

Free High School Statistics, 1895-96.

FREE HIGH SCHOOLS HAVING A FOUR YEARS' COURSE OF STUDY, 1895-96.

LOCATION.	No. of teachers employed including principal.		No. of pupils registered over 20.		Average daily attendance.	No. of days of high school including holidays.	No. of pupils in English branches only.	No. of pupils in German.	No. of pupils in Latin.	No. of pupils in Greek.	Av. age of pupils entering high school.		Av. age of pupils leaving high school.		No. of graduates this year.		No. graduates since organization.		Total amt. of salaries of principals and assistants.	Salary of principal.	
	Male.	Female.	Male.	Female.							Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.			
Totals.....	178	272	4894	6,454	259	72	6,365	2,637	2,658	53	14	14	17	18	532	875	4,707	7,675	2,104	\$231,168.47	\$150,282.04
Albapee	2	4	24	18	5	40	47	14	33	.....	15	15	19	18	4	1	7	14	8	\$1,400.00	\$600.00
Antigo	1	2	39	48	1	70	42	.....	.....	.....	15	15	17	18	2	5	14	39	10	2,190.00	1,200.00
Appleton, (2d Dist)	9	4	61	63	104	104	50	57	20	.....	16	16	18	19	5	9	75	112	49	7,130.00	1,600.00
Appleton	3	1	17	17	27	27	18	7	18	.....	15	15	18	17	4	3	40	44	25	1,350.00	1,300.00
Arcadia	1	1	33	32	2	49	18	13	.....	.....	15	15	18	18	6	4	40	44	25	1,350.00	1,300.00
Argyle	1	1	13	13	1	26	18	.....	.....	.....	14	13	18	18	3	4	40	44	25	810.00	810.00
Ashland	2	2	33	48	1	55	19	5	37	5	15	15	18	18	4	4	17	23	7	2,248.00	1,000.00
Augusta	1	6	37	37	7	54	19	24	.....	.....	15	15	19	19	4	4	25	32	51	1,710.00	1,250.00
Baraboo	1	5	71	109	1	97	19	48	44	.....	16	16	20	19	7	20	12	21	1	4,461.69	1,300.00
Bayfield	1	1	17	21	1	33	19	16	25	.....	13	14	18	16	6	7	68	136	31	2,700.00	1,132.86
Beaver Dam	1	3	48	55	2	88	44	35	28	10	14	14	18	16	8	21	92	300	22	3,755.00	1,900.00
Beloit	2	4	68	166	1	187	188	54	102	.....	14	14	18	17	4	9	30	22	19	2,915.00	1,300.00
Berlin	2	2	42	48	1	73	190	41	34	.....	14	15	20	20	7	9	30	29	19	1,246.25	1,100.00
Black Earth	2	2	10	28	12	87	180	50	.....	.....	14	15	20	20	7	9	30	29	19	1,246.25	1,100.00
Black River Falls	1	1	46	55	.....	84	180	24	.....	.....	14	14	18	18	5	8	51	107	12	3,080.00	1,550.00
Bloomington	1	1	15	28	.....	35	180	18	.....	.....	15	15	17	19	2	5	23	40	20	1,350.00	900.00
Boscobel	1	1	29	47	1	63	190	25	28	.....	15	15	17	19	2	5	33	53	16	2,222.50	1,200.00
Brodhead	1	1	30	59	3	77	180	12	15	.....	15	15	19	18	1	13	39	53	16	1,965.00	1,200.00
Burlington	1	2	28	38	3	55	190	22	19	.....	15	15	17	17	2	8	36	116	21	2,172.55	1,100.00
Cassville	2	1	28	40	4	55	190	22	19	.....	15	15	21	19	1	3	11	24	8	2,172.55	1,100.00
Centerville	1	1	24	41	4	53	180	37	12	.....	15	15	19	20	5	2	11	6	18	1,205.00	1,000.00
Centralia	1	1	34	34	1	62	197	7	22	.....	15	15	18	19	3	3	44	34	22	1,405.00	1,000.00
Chilton	1	1	37	34	1	62	197	7	22	.....	15	15	18	19	3	3	44	34	22	1,500.00	1,000.00
Chippewa Falls	2	5	50	75	6	106	180	57	54	.....	15	15	18	18	11	2	67	77	11	4,175.00	1,700.00
Clinton	1	1	21	31	.....	60	180	67	13	.....	15	15	18	18	7	10	12	18	25	1,450.00	1,000.00
Clintonville	1	1	21	31	.....	60	180	67	13	.....	15	15	18	18	7	10	12	18	25	1,450.00	1,000.00
Columbus	1	1	10	40	9	77	180	23	37	.....	15	14	17	19	2	8	13	30	11	1,400.00	950.00
Cumberland	1	1	27	34	.....	77	180	23	37	.....	15	15	19	20	13	2	4	11	30	2,445.00	1,400.00
.....	1	1	27	34	.....	77	180	23	37	.....	15	15	19	20	13	2	4	11	30	2,445.00	1,400.00
.....	1	1	27	34	.....	77	180	23	37	.....	15	15	19	20	13	2	4	11	30	2,445.00	1,400.00

Free High School Statistics, 1895-96.

FREE HIGH SCHOOLS HAVING A FOUR YEARS' COURSE OF STUDY, 1895-96—Continued.

LOCATION.	No. of teachers employed including principal.		No. of pupils registered over 20.		Average daily attendance.	No. of days of high school (including holidays).	No. of pupils in English branches only.	No. of pupils in German.	No. of pupils in Latin.	No. of pupils in Greek.	Av. age of pupils entering high school.		Av. age of pupils leaving high school.		No. of graduates this year.		No. graduates since organization.		No. non-resident pupils during year.	Total amt. of salaries of principals and assistants.	Salary of principal.
	Male.	Female.	Male.	Female.							Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.			
Darlington	1	1	37	59	79	190	58	25	14	...	15	18	18	18	4	6	112	167	11	\$2,262 00	\$1,100 00
Deerfield	1	1	15	15	4	30	190	25	19	...	16	19	21	19	4	4	16	16	16	\$2,045 00	\$1,675 00
Delavan	1	1	28	48	69	180	39	19	29	...	15	19	19	18	3	7	49	103	19	2,280 00	1,930 00
De Pere	1	1	20	60	62	180	40	18	30	...	14	18	18	18	4	10	27	45	6	1,787 00	1,400 00
Dodgeville	1	1	27	63	78	178	69	10	11	...	15	18	18	18	4	12	56	84	28	...	1,400 00
Durand	1	1	25	32	36	180	37	20	...	...	14	18	18	18	2	5	22	24	13	1,395 00	900 00
East Troy	1	1	42	98	60	180	68	12	...	...	14	18	18	18	2	5	31	35	38	6,715 00	900 00
Eau Claire	1	1	101	158	229	180	146	39	82	...	15	16	18	18	17	28	32	66	25	6,715 00	1,750 00
Edgerton	1	1	25	56	74	179	60	24	18	...	14	18	18	18	4	7	25	45	27	2,330 00	1,100 00
Elkhorn	1	1	36	71	91	178	64	24	22	...	15	15	...	...	...	11	23	62	3	2,330 00	1,250 00
Elroy	1	1	59	41	51	180	70	25	35	...	14	14	...	...	...	4	23	38	3	1,450 00	1,000 00
Evansville	2	2	19	42	81	180	67	...	...	...	13	14	17	18	7	11	...	...	20	2,235 00	1,150 00
Fennimore	1	1	19	118	154	178	125	40	50	8	13	13	17	18	6	6	22	31	35	1,200 00	800 00
Fond du Lac	2	2	53	70	109	180	77	21	27	...	15	13	19	18	11	14	400	...	27	4,980 00	1,500 00
Ft. Atkinson	1	1	16	23	1	180	83	8	...	...	14	14	17	17	4	5	121	185	26	3,085 00	1,600 00
Fox Lake	1	1	49	37	78	180	70	20	...	...	15	14	17	18	...	...	14	42	18	1,450 00	1,650 00
Grand Rapids	3	3	...	...	...	...	...	...	...	...	14	15	18	18	5	2	53	65	9	1,815 00	1,000 00
Green Bay, (East Side)	1	4	46	74	103	200	51	35	53	...	15	14	18	17	4	11	43	116	4	3,600 00	1,350 00
Green Bay, (West Side)	1	4	27	67	81	200	40	28	29	...	15	14	18	18	3	8	14	117	6	3,200 00	1,350 00
Hartford	1	1	33	36	57	180	67	...	2	...	15	15	18	18	5	6	9	13	27	1,640 00	1,100 00
Hayward	1	1	12	29	27	179	44	...	...	...	15	16	...	...	...	6	7	...	4	1,950 00	...
Highland	1	1	13	13	18	177	29	...	...	...	14	14	18	18	...	...	...	...	7	675 00	...
Horicon	1	1	43	63	67	200	48	25	...	...	14	14	18	18	5	11	23	50	23	1,650 00	1,100 00
Hudson	1	1	51	63	100	180	37	23	5	...	15	15	18	18	3	12	42	83	10	2,445 00	1,350 00
Hurley	1	1	13	23	32	200	40	...	...	...	14	14	18	18	3	2	3	8	8	1,950 00	1,350 00
Janesville	1	5	121	234	277	180	111	115	130	4	16	16	18	18	22	36	98	189	33	4,455 00	1,900 00
Jefferson	4	2	30	52	52	200	50	8	8	...	13	12	17	17	6	3	10	15	10	4,125 00	1,050 00
Juneau	2	2	24	34	29	200	47	9	35	...	13	13	17	17	2	3	10	15	4	1,400 00	1,000 00
Kaukauna	1	1	36	58	63	180	37	...	...	...	15	15	17	19	1	1	17	16	15	2,270 00	1,100 00
Kenosha	1	4	...	...	115	180	...	...	...	...	...	...	...	...	6	11	...	...	35	4,650 00	1,500 00

Free High School Statistics, 1895-96.

FREE HIGH SCHOOLS HAVING A FOUR YEARS' COURSE OF STUDY, 1895-96—Continued.

LOCATION.	No. of teachers employed including principal.		No. of pupils registered over 20.		Average daily attendance.	No. of days of high school (including holidays).	No. of pupils in English branches only.	No. of pupils in German.	No. of pupils in Latin.	No. of pupils in Greek.	Av. age of pupils entering high school.		Av. age of graduates this year.		No. graduates since organization.		No. non-resident pupils during year.	Total amt. of salaries of principals and assistants.				
	Male.	Female.	Male.	Female.							Male.	Female.	Male.	Female.	Male.	Female.		Male.	Female.			
Sharon.....	1	2	15	24	83	176	27	7	5	.....	16	15	18	19	3	1	18	34	16	1,800 00	900 00
Shawano.....	1	1	20	44	84	180	47	26	12	.....	14	15	18	19	9	7	26	41	10	1,745 00	800 00
Sheboygan Falls.....	5	2	53	76	122	200	72	28	54	7	15	15	19	19	14	14	32	112	9	5,000 00	1,700 00	
Shellsburg.....	2	.....	30	34	67	200	6	28	8	.....	14	14	18	18	4	4	54	70	.....	1,500 00	1,000 00
Sparta.....	2	2	19	33	45	190	70	55	9	.....	14	14	18	19	3	10	38	91	10	2,047 50	1,050 00
Spring Green.....	2	1	65	88	137	173	45	45	75	.....	15	15	19	18	9	4	38	138	59	3,910 00	1,900 00
Stevens Point.....	3	3	45	31	107	180	45	37	98	.....	15	14	18	18	13	3	.....	154	8	1,540 00	1,000 00
Stoughton.....	1	2	19	31	116	183	21	97	10	.....	15	14	18	19	2	18	69	148	18	4,440 00	1,800 00
Sturgeon Bay.....	1	1	27	45	71	190	68	14	5	.....	14	12	17	16	2	3	27	61	22	2,400 00	1,100 00
Sun Prairie.....	1	1	17	20	53	198	48	14	.....	.....	13	13	17	17	3	12	26	48	6	2,200 00	1,100 00
Tomah.....	1	1	30	38	65	190	35	20	15	.....	14	13	18	18	2	6	21	33	12	1,350 00	900 00
Toro Rivers.....	1	2	22	31	109	200	37	19	30	.....	15	14	19	18	4	3	34	32	5	2,585 00	1,300 00
Virequa.....	1	1	19	30	33	180	35	9	.....	.....	16	15	22	17	1	10	3	24	73	1,400 00	1,100 00
Washburn.....	1	1	23	38	112	198	27	98	34	.....	15	14	19	16	1	40	39	13	1,788 00	1,200 00	
Watertown.....	2	2	28	18	83	190	35	27	86	.....	14	13	16	19	2	5	71	148	10	4,500 00	1,900 00
Waukegan.....	2	3	46	85	107	188	85	39	53	.....	15	15	19	19	2	7	13	44	8	3,937 00	1,700 00
Waupaca.....	1	3	57	61	104	190	56	.....	.....	.....	14	15	18	18	7	13	60	89	32	2,527 50	1,150 00
Waupun.....
(S. ward).....	2	1	61	73	121	190	24	.....	110	.....	14	14	19	18	7	8	46	78	42	2,062 50	1,100 00
Waupun.....	1	1	23	31	38	190	44	4	6	.....	15	14	17	18	5	4	30	51	9	1,475 00	1,000 00
Wausau.....	1	1	44	55	122	180	63	65	14	.....	14	15	18	17	4	11	25	78	9	4,645 00	1,650 00
Wautoma.....	2	4	55	86	122	190	36	7	44	.....	14	15	18	18	6	6	33	85	25	3,500 00	1,477 00
West Bend.....	1	3	33	49	69	190	36	7	5	.....	15	14	18	18	4	4	46	65	15	2,350 00	1,200 00
West De Pere.....	2	1	57	45	1	180	91	9	9	.....	14	14	17	17	4	3	23	38	15	1,542 50	1,025 00
Weyauwega.....	1	1	29	36	40	180	32	9	9	.....	16	14	18	17	4	7	13	44	12	1,945 00	675 00
Whitewater.....	1	1	76	82	143	190	120	40	41	.....	15	14	19	19	8	4	40	43	35	4,400 00	1,500 00
Wonegoc.....	2	.....	16	27	137	180	35	8	.....	.....	14	14	18	18	4	3	27	20	5	1,203 00	800 00

Free High School Statistics, 1895-96.

FREE HIGH SCHOOLS HAVING A THREE YEARS' COURSE OF STUDY, 1895-96.

LOCATION.	No. of teachers employed including principal		No. pupils regis-tered not over 20.		Average daily at- tendance.	No. of days of high school (including holidays)	No. of pupils in English branches only.	No. of pupils in German.	No. of pupils in Latin.		No. of pupils in Greek.	Av. age of pupils at entering high school.		Av. age of pupils at leaving high school.		No. of graduates this year.		No. grad- uates since or- ganiza- tion.		No. non-resident pu-ils during year.	Total amount of salaries of principals and as- sistants.	Salary of principal.	
	Male.	Female.	Male.	Female.					Male.	Female.		Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.				
Totals....	61	17	1033	1,266	66	28	2,258	9	4	...	12	11	17	17	17	17	75	755	1,023	494	\$30,041 50	\$43,480 00	
Alma	1	1	26	2	41	180	47	...	...	...	14	14	17	17	17	17	4	2	18	26	1	\$800 00	\$800 00
Almond	1	1	22	14	30	100	36	...	...	...	14	14	17	17	17	17	2	7	8	21	15	275 00	275 00
Amherst	1	1	18	26	30	180	44	...	...	...	15	14	17	17	17	17	...	...	...	...	15	630 00	630 00
Avoca	1	1	11	13	19	180	26	...	...	...	15	14	17	17	17	17	...	...	...	...	2	540 00	540 00
Bangor	1	1	17	24	24	180	28	...	...	...	14	16	17	17	17	17	...	...	...	...	7	980 00	980 00
Barron	1	1	22	20	31	180	43	...	...	...	14	16	17	17	17	17	...	...	...	...	4	1,000 00	1,000 00
Belleville	1	1	20	23	31	180	48	...	...	...	15	15	18	18	18	18	...	...	...	...	20	1,450 00	1,450 00
Birmingham	1	1	10	17	22	180	27	...	...	...	15	15	18	18	18	18	...	...	...	...	3	750 00	750 00
Bloomer	1	1	14	20	28	180	35	...	...	...	15	14	19	19	19	19	...	...	...	...	15	675 00	675 00
Brandon	1	1	13	13	24	180	33	...	...	...	14	15	17	17	17	17	...	...	...	...	8	800 00	800 00
Brillion	1	1	8	16	35	180	47	...	...	...	16	15	17	17	17	17	...	...	...	...	1	765 00	765 00
Cadott	1	1	16	16	20	179	24	...	...	...	14	13	17	17	17	17	...	...	...	...	4	630 00	630 00
Cambridge	1	1	6	16	17	180	22	...	...	...	13	12	16	16	17	17	...	...	...	...	28	700 00	700 00
Chetek	1	1	15	53	47	180	68	...	...	...	14	13	18	18	18	18	...	...	...	...	10	630 00	630 00
Cobb	1	1	10	19	22	180	29	...	...	...	14	14	18	18	18	18	...	...	...	...	16	540 00	540 00
Colby	1	1	14	27	30	180	41	...	...	...	15	14	18	18	18	18	...	...	...	...	8	750 00	750 00
Cuba City	1	1	11	11	18	180	22	...	...	...	14	13	17	17	17	17	...	...	...	...	22	630 00	630 00
Ellsworth	1	1	29	35	56	178	72	...	...	...	16	16	16	16	16	16	...	...	...	...	5	800 00	800 00
Fairchild	1	1	12	11	17	180	23	...	...	...	15	15	15	15	15	15	...	...	...	...	1	900 00	900 00
Florence	1	1	13	13	24	180	23	...	...	...	10	11	19	19	19	19	...	...	...	...	1	1,712 50	1,000 00
Friendship	1	1	19	13	16	180	32	...	...	...	15	13	18	18	18	18	...	...	...	...	1	540 00	540 00
Glenbeulah	1	1	11	11	20	179	25	...	...	...	15	14	18	18	18	18	...	...	...	...	9	720 00	720 00
Glenwood	1	1	25	31	4	180	60	...	...	...	15	14	18	18	18	18	...	...	...	...	13	1,590 00	1,590 00
Hazel Green	1	1	12	15	1	23	180	29	...	...	15	14	18	18	18	18	...	...	...	...	2	750 00	750 00
Hillsborough	1	1	15	15	25	180	37	...	...	...	12	11	16	16	15	15	...	...	...	...	6	720 00	720 00
Humboldt	1	1	17	17	24	200	32	...	...	...	15	16	15	15	14	14	...	...	...	...	3	1,200 00	800 00
Kiel	1	1	13	12	24	180	27	...	...	...	15	16	17	17	18	18	...	...	...	...	11	625 00	625 00
Linden	1	1	15	13	28	180	28	...	...	...	14	15	19	19	19	19	...	...	...	...	2	585 00	585 00
Lone Rock	1	1	12	19	2	180	33	...	...	...	14	15	19	19	19	19	...	...	...	...	11	675 00	675 00
Manawa	1	1	17	17	27	167	39	...	...	...	14	15	19	19	19	19	...	...	...	...	4	675 00	675 00

Free High School Statistics, 1895-96.

FREE HIGH SCHOOLS HAVING A THREE YEARS' COURSE OF STUDY, 1895-96.—Continued.

LOCATION.	No. of teachers employed including principal.		No. pupils registered over 20.	Average daily attendance.	No. of days of high school (including holidays).	No. of pupils in English branches only.	No. of pupils in German.	No. of pupils in Latin.	No. of pupils in Greek.	Av. age of pupils at entering high school.		Av. age of pupils at leaving high school.		No. of graduates at this year.		No. non-resident pupils during year.	Total amount of salaries of principals and assistants.	Salary of principal.
	Male.	Female.								Male.	Female.	Male.	Female.	Male.	Female.			
Merrillan	2	31	4	36	180	48				18	17	9	19	20	1,810 00	960 00		
Middleton	1	14	10	22	180	28				14	13	17	35	38	700 00	700 00		
Montello	1	18	10	22	180	76				14	13	17	30	35	6	700 00		
Mount Hope	1	32	10	22	190	76				14	13	17	38	35	19	680 00		
Musoda	1	15	22	32	180	39				16	22	17	15	15	19	680 00		
Musoda	1	23	22	34	180	39				15	18	19	3	24	8	845 00		
Oakfield	1	16	23	34	180	42				14	13	9	20	24	17	700 00		
Oakwood	1	15	8	19	238	42				14	16		21	8	6	585 00		
Pepin	1	20	26	36	180	36				15	17	1	11	23	7	585 00		
Peshigo	1	22	36	26	180	36				14	17	2	15	25	5	720 00		
Pewaukee	1	22	17	1	180	26				15	18	3	11	23	8	900 00		
Phillips	1	11	1	1	180	26				14	17	6	19	23	9	900 00		
Platteville	1	17	21	27	180	36				14	17	17	15	23	8	1,350 00		
Platteville	1	21	27	27	180	36				13	15	18	15	23	8	1,125 00		
Port Washington	1	28	37	27	200	63				16	16	1	9	9	1	1,960 00		
Port Washington	1	28	37	27	200	63				14	16	2	18	23	7	1,900 00		
Potosi	1	32	29	180	31	31				14	16	1	52	65	6	1,440 00		
Racine	1	15	16	23	180	31				13	17	4	3	11	6	885 00		
Racine Falls	1	13	25	180	40	40				15	18	3	3	6	6	675 00		
Sherman	1	18	16	27	180	35				13	16	26	17	22	6	675 00		
Sherman	1	14	1	1	180	41				13	16	4	26	17	7	619 00		
S. Milwaukee	1	9	1	23	180	27				14	16	7	12	13	7	1,650 00		
Stanley	1	28	31	23	180	44				13	16	8	12	13	4	1,450 00		
Starkville	1	18	20	31	140	38				14	18	2	12	13	4	1,500 00		
Starkville	1	18	20	31	140	38				15	16	2	12	13	8	750 00		
Templeton	1	12	28	29	180	44				14	16	17	13	10	720 00			
Union	1	12	28	29	180	44				14	16	17	13	10	720 00			
Waldo	1	25	39	180	63	30				15	18	14	14	8	585 00			
Walworth	1	23	28	180	45	43				15	18	14	13	8	585 00			
Westfield	1	25	28	180	45	43				14	17	14	13	28	720 00			
Westfield	1	25	28	180	45	43				14	17	14	13	28	720 00			
West Salem	1	4	2	44	180	37				14	18	6	13	17	680 00			
Wilcox	1	22	31	44	180	35				15	17	3	24	46	6	885 00		
Wilson	1	11	5	21	180	41				13	17	1	5	21	785 00			
Windsor	1	21	26	33	180	34	9			18	17	1	5	12	650 00			
Windsor	1	21	26	33	180	34				13	17	1	5	12	650 00			
Winneconne.	1	11	2	28	180	34				15	18	2	2	11	800 00			

Apportionment to Free High Schools.

FREE HIGH SCHOOLS — FOUR YEARS' COURSE.

Location.	Apportionment, Nov., 1894.	Apportionment, Nov., 1895.
Totals.....	\$32,878 73	\$34,870 90
Ahnapee	\$281 91	\$275 15
Antigo	281 91	275 15
Appleton.....	281 91	275 15
Appleton.....	281 91	275 15
Arcadia	281 91	275 15
Argyle	228 33	224 60
Ashland	281 91	275 15
Augusta.....	281 91	275 15
Baraboo.....	281 91	275 15
Bayfield.....	281 91	275 15
Beaver Dam.....	281 91	275 15
Beloit	281 91	275 15
Berlin.....	281 91	275 15
Black Earth	281 91	275 15
Black River Falls.....	281 91	275 15
Bloomington	281 91	275 15
Boscobel	281 91	275 15
Brodhead	281 91	275 15
Burlington	281 91	275 15
Cassville	281 91	275 15
Centralia.....	281 91	275 15
Chilton.....	281 91	275 15
Chippewa Falls.....	281 91	275 15
Clinton	281 91	275 15
Columbus.....	281 91	275 15
Cumberland.....	281 91	275 15
Darlington	281 91	275 15
Delavan.....	281 91	275 15
De Pere.....	281 91	275 15
Dodgeville	281 91	275 15
Durand	281 91	275 15
East Troy.....	281 91	275 15
Eau Claire	281 91	275 15
Edgerton.....	281 91	275 15
Elkhorn.....	281 91	275 15
Elroy	281 91	275 15
Evansville.....	281 91	275 15
Fennimore	257 94	273 50
Fond du Lac	281 91	275 15
Ft. Atkinson	281 91	275 15
Fort Howard.....	281 91	.....
Fox Lake.....	281 91	275 15
Grand Rapids	281 91	275 15
Green Bay.....	281 91	275 15
Green Bay.....	.....	275 15

Teachers' Certificates, 1894-95.

FREE HIGH SCHOOLS — FOUR YEARS' COURSE — Continued.

Location.	Apportionment, Nov., 1894.	Apportionment, Nov., 1895.
Hartford	\$281 91	\$275 15
Hayward	281 91	275 15
Highland	190 27	186 90
Horicon	281 91	275 15
Hurley	281 91	275 15
Hudson	281 91	275 15
Janesville	281 91	275 15
Jefferson	281 91	275 15
Juneau	281 91	275 15
Kaukauna	281 91	275 15
Kenosha	281 91	275 15
Kewaunee	281 91	275 15
Lake Geneva	231 91	275 15
Lake Mills	281 91	275 15
Lancaster	281 91	275 15
Lodi	281 91	275 15
Madison	281 91	275 15
Marinette	281 91	275 15
Marshall	500 00	500 00
Marshfield	281 91	275 15
Mauston	281 91	275 15
Mayville	281 91	275 15
Mazomanie	281 91	275 15
Medford	281 91	275 15
Menasha	281 91	275 15
Merrill	281 91	275 15
Mineral Point	281 91	275 15
Monroe	281 91	275 15
Montfort	135 28	155 30
Necedah	281 91	275 15
Neenah	281 91	275 15
Neillsville	281 91	275 15
New Lisbon	281 91	275 15
New London	281 91	275 15
New Richmond	281 91	275 15
Oconomowoc	281 91	275 15
Oconto	281 91	275 15
Omro	281 91	275 15
Onalaska	281 91	275 15
Oregon	247 37	225 30
Plainfield	190 28	187 15
Plymouth	281 91	275 15
Portage	281 91	275 15
Poynette	281 91	275 15
Prairie du Chien	281 91	275 15
Prairie du Sac	281 91	275 15
Prescott	281 91	275 15
Racine	281 91	275 15

Apportionment to Free High Schools.

FREE HIGH SCHOOLS—FOUR YEARS COURSE—Continued.

Location.	Apportion- ment Nov. 1894.	Apportion- ment Nov. 1895.
Reedsburg	\$281 91	\$275 15
Rhinelanders	281 91	275 15
Rice Lake	281 91	275 15
Richland Center	281 91	275 15
Ripon	281 91	275 15
River Falls	281 91	275 15
Sauk City	281 91	275 15
Seymour	190 28	275 15
Sharon	281 91	275 15
Shawano	281 91	275 15
Sheboygan	281 91	275 15
Sheboygan Falls	281 91	275 15
Shullsburg	281 91	275 15
Sparta	281 91	275 15
Spring Green	281 91	275 15
Stevens Point	281 91	275 15
Stoughton	281 91	275 15
Sturgeon Bay	281 91	275 15
Sun Prairie	281 91	275 15
Tomah	281 91	275 15
Two Rivers	281 91	275 15
Viroqua	281 91	275 15
Washburn	281 91	275 15
Waterloo	281 91	275 15
Watertown	281 91	275 15
Waukesha	281 91	275 15
Waupaca	281 91	275 15
Waupun	281 91	275 15
Waupun	281 91	275 15
Wausau	281 91	275 15
Wauwatosa	281 91	275 15
West Bend	281 91	275 15
West De Pere	281 91	275 15
Weyauwega	258 79	275 15
Whitewater	281 91	275 15
Wonewoc	253 71	275 95

Apportionment to Free High Schools.

FREE HIGH SCHOOLS — THREE YEARS' COURSE.

Location.	Apportionment, Nov., 1894.	Apportionment, Nov., 1895.
Totals.....	\$14,721 43	\$12,841 40
Alma	\$225 52	\$242 60
Almond	77 52	76 25
Amherst	197 33	174 70
Avoca	152 23	124 80
Bangor	225 52	197 40
Barron	253 71	275 15
Belleville	253 71	249 55
Bloomer	281 91	275 15
Brandon	225 52	221 80
Brillion	202 97	199 65
Cadott	202 97	199 65
Cambridge	228 34	224 60
Chetek	177 60	162 20
Clintonville	225 52	249 55
Cobb .....	.....	162 20
Colby	191 69	199 65
Cuba City	197 33	162 20
De Forest .....	.....	337 50
Ellsworth	194 51	237 50
Fairchild	253 71	249 55
Florence	281 91	275 15
Friendship	152 23	149 75
Glenbeulah	190 28	199 65
Glenwood	281 91	275 15
Hazel Green	202 97	199 65
Hillsborough	211 42	180 25
Humbird	152 23	174 70
Keil	281 91	275 15
Linden	177 60	173 00
Lone Rock	164 91	162 20
Manawa	315 00	315 00
Merrillan	197 61	224 60
Middleton	169 14	194 10
Milton Junction	281 91	275 15
Mondovi	281 91	275 15
Montello	190 28	221 80
Mount Hope	169 14	199 65
Muscoda	160 28	144 20
Oakfield	202 97	187 15
Oakwood	197 33	174 65
Pepin	202 97	199 65
Peshigo	281 91	275 15
Pewaukee	202 97	275 15
Phillips	281 91	193 55
Platteville	281 91	275 15

Apportionment to Free High Schools.

FREE HIGH SCHOOLS — THREE YEARS' COURSE.

Location.	Apportion- ment, Nov., 1894.	Apportion- ment, Nov., 1895.
Pt. Washington	\$253 71	\$249 55
Potosi	279 08	249 55
Rosendale		137 25
Sextonville	197 33	194 10
Shell Lake	281 91	275 15
South Milwaukee	281 91	275 15
Stanley		207 95
Stockbridge	126 85	138 65
Trempealeau		199 65
Unity	152 23	166 35
Waldo	202 97	199 65
Walworth	152 23	108 15
Westfield	209 30	199 65
West Salem	267 80	212 10
Wilton	164 91	162 20
Winneconne		153 35

Apportionment of School Fund Income.

APPORTIONMENT OF THE SCHOOL FUND INCOME.

Counties.	Oct. 1, 1894, to Sept. 30, 1895.	Oct. 1, 1895, to Sept. 30, 1896.
Total apportioned to counties.....	\$805,225 74	\$792,157 47
Adams	\$3,315 53	\$3,203 15
Ashland	6,125 24	5,616 56
Barron	8,886 98	8,646 06
Bayfield	3,406 46	3,442 73
Brown	20,686 80	20,281 86
Buffalo	7,445 29	7,356 09
Burnett	2,500 19	2,443 82
Calumet	8,638 91	8,298 65
Chippewa	12,034 36	12,072 37
Clark	9,505 84	9,329 74
Columbia	11,827 01	11,378 21
Crawford	7,692 14	7,560 47
Dane	25,765 75	25,262 27
Dodge	19,911 90	19,703 21
Door	8,397 01	8,217 67
Douglas	7,467 44	7,712 96
Dunn	10,932 77	10,787 13
Eau Claire	13,837 04	13,681 59
Florence	1,072 03	1,068 14
Fond du Lac	19,755 96	19,188 43
Forest	367 16	416 69
Grant	16,214 40	15,708 74
Green	9,234 48	9,233 00
Green Lake	6,766 24	6,603 73
Iowa	9,853 41	9,731 90
Iron	1,286 93	1,450 80
Jackson	7,542 29	7,080 88
Jefferson	15,907 46	14,458 73
Juneau	8,204 16	7,900 79
Kenosha	6,543 98	6,988 74
Kewaunee	8,715 10	8,342 10
La Crosse	17,998 74	17,683 22
La Fayette	8,816 98	8,620 10
Langiade	4,285 66	4,382 93
Lincoln	5,657 36	5,665 87
Manitowoc	18,854 00	18,208 95
Marathon	16,733 20	16,447 50
Marinette	9,738 01	10,555 87
Marquette	4,823 91	4,624 86
Milwaukee	119,586 30	118,888 50
Munroe	11,347 86	11,133 82
Oconto	8,492 80	8,195 42
Oneida	1,900 92	2,006 01
Outagamie	19,855 42	19,879 62
Ozaukee	7,757 24	7,540 40

Apportionment of School Fund Income.

APPORTIONMENT OF THE SCHOOL FUND INCOME—Continued.

Counties.	Oct. 1, 1894, to Sept. 30, 1895.	Oct. 1, 1895, to Sept. 30, 1896.
Pepin	\$3,302 05	\$3,313 60
Pierce	10,065 83	9,654 23
Polk	7,038 77	7,123 71
Portage	12,986 01	12,820 84
Price	2,621 73	2,565 18
Racine	15,892 73	15,816 82
Richland	8,408 07	8,278 15
Rock	18,616 40	18,127 95
St. Croix	11,096 11	10,870 47
Sauk	13,876 30	13,512 60
Sawyer	677 85	660 85
Shawano	10,348 25	10,419 27
Sheboygan	21,077 33	20,222 06
Taylor	3,593 08	3,619 99
Trempealeau	9,578 34	9,452 54
Vernon	12,236 92	11,740 23
Vilas	763 81	839 25
Walworth	9,755 16	9,704 89
Washburn	1,483 41	1,522 42
Washington	11,031 07	10,826 88
Waukesha	13,461 26	13,180 45
Waupaca	12,688 80	12,741 47
Waushara	6,666 75	6,441 61
Winnebago	22,798 95	21,791 41
Wood	9,471 50	9,910 32

Teachers' Institutes, 1895-96.

TEACHERS' INSTITUTES, 1895-96.

Countries.	NUMBER ATTENDING INSTITUTES.			Days of institute.	Average daily attendance.	Average number months taught.	NUMBER HAVING ATTENDED.			
	Male.	Female.	Total.				College.	Normal school.	High school.	Common school only.
Totals.....	1,570	5,606	7,431	.....	5,814	2,017	341	1,393	3,643	1,431
Adams.....	5	40	45	5	44	22	.....	8	19	16
Ashland.....	6	33	39	3	31	.....	4	15	12	8
Barron.....	26	91	117	5	96	25	8	12	58	28
Bayfield.....	9	53	62	3	.....	41	5	14	42	1
Brown.....	32	84	116	5	90	32	7	35	60	14
Buffalo.....	21	63	84	5	76	21	2	15	51	14
Burnett.....	5	29	34	5	32	6	1	3	6	19
Calumet.....	27	63	90	2	88	26	2	49	35	3
Chippewa.....	23	182	205	5	194	28	7	13	146	35
Clark.....	11	36	47	5	42	29	5	8	30	3
Clark.....	38	78	116	5	108	24	3	15	56	42
Columbia.....	31	162	193	5	172	32	2	27	104	52
Crawford.....	31	90	121	5	105	18	2	5	44	68
Dane.....	.....	.....	255	2	.....	.....	.....	.....	.....	.....
Dane.....	25	82	107	2	84	27	15	7	74	7
Dodge.....	61	115	176	2	162	31	25	17	114	16
Dodge.....	26	57	83	5	76	28	.....	9	30	42
Door.....	.....	32	35	5	29	49	.....	3	21	5
Douglas.....	38	173	211	5	181	28	4	25	76	108
Dunn.....	15	92	107	5	101	27	1	4	92	9
Eau Claire.....	4	20	24	2	20	29	3	11	10	.....
Florence.....	.....	.....	.....	5	103	26	6	59	60	10
Fond du Lac.....	26	104	130	5	.....	.....	.....	.....	.....	.....

Teachers' Institutes, 1895-96.

County.	16	94	110	5	86	35	3	83	12	12	12
Grant	16	94	110	5	86	35	3	83	12	12	12
Green Lake	18	90	108	1½	108	19	8	6	37	57	37
Green Lake	18	57	75	5	74	25	4	11	23	37	37
Iowa	6	129	135	5	108	25	1	4	125	3	3
Iron											
Jackson	14	81	95	5	85	24	2	8	69	15	15
Jefferson	19	89	108	5	85	31	5	31	53	18	18
Jefferson	3	26	29	5	23	75	5	1	53		
Juneau	21	122	143	4½	140	25	2	3	133	3	3
Kenosha	15	70	85	5	72	21		26	34	23	23
Kenosha	18	66	84	2	81	30	1	24	37	19	19
Kewaunee	45	45	90	5	73	43	1	30	39	20	20
Kewaunee	6	61	67	2	62	26	1	4	52	4	4
La Crosse	24	84	108	5	92	31	12	25	52	14	14
La Fayette	6	43	49	10	35	34	1	10	34	4	4
Langlade	11	42	53	5	43	19		5	32	15	15
Lincoln	68	89	157	2		40	3	34	85	35	35
Manitowoc	37	97	134	4½	122			5	40	79	79
Marathon	10	50	60	5	39	27	2	26	25	5	5
Marinette	11	128	139	2	125	51	22	54	46	2	2
Marquette	17	53	70	5	68	19	1	8	51	6	6
Marquette	43	83	126	2	120	42	11	69	38	10	10
Milwaukee	9	55	64	5		22	1	7	46	6	6
Monroe	11	58	69	5	55	25	1	11	29	28	28
Oconto											
Oncida											
Outagamie	15	113	128	5	115	28	12	29	70	13	13
Ozaukee	45	37	82	5	63	40	5	35	24	14	14
Poplin	15	39	54	5	49	16		8	31	15	15
Pierce	73	79	152	2	125	35	9	60	48	31	31
Polk	15	79	94	10	68	28	6	17	14	57	57
Portage	8	47	55	5		24	3	10	16	7	7
Price	4	34	38	5	28	21	3	5	18	9	9
Racine	15	77	92	5		29	5	20	42	13	13
Richland	36	140	176	5	139	20	4	14	95	63	63
Rock	6	41	47	5	39	26	3	11	24	4	4

Teachers' Institutes, 1895-96.

TEACHERS' INSTITUTES, 1895-96 — Continued.

COUNTIES.	NUMBER ATTENDING INSTITUTES.			Days of institute.	Average daily attendance.	Average number months taught.	NUMBER HAVING ATTENDED.			
	Male.	Female.	Total.				College.	Normal school.	High school.	Common school only.
Rock.....	4	36	40	5	29	23	6	4	20	4
Rock.....	11	113	124	2	106	45	23	20	58	3
St. Croix.....	34	101	135	5	90	13	7	49	33	17
Sauk.....	20	95	115	5	100	27	2	3	85	10
Sawyer.....										
Shawano.....	10	64	74	5	69		1	3	60	10
Sheboygan.....	22	83	105	2	92	51	6	38	44	3
Sheboygan.....	36	98	134	5	119	25	6	20	86	14
Taylor.....	11	35	46	5	41	33	3	5	25	13
Trempealeau.....	23	67	90	5	67	27	4	11	38	37
Vernon.....	46	127	173	4½	140	26	1	5	113	33
Vilas.....										
Walworth.....	19	92	111	5	84	28	6	29	62	11
Washington.....	10	40	50	5	45	28	2	8	32	8
Washington.....	26	62	88	5	72	28	4	18	54	3
Waukesha.....	31	97	128	2	119	35	7	36	52	8
Waukesha.....	37	113	150	2	137	43	10	43	49	10
Waupaca.....	36	117	153	5	150	26	4	17	77	32
Waushara.....	30	76	106	5	103	27	5	6	27	66
Winnebago.....	15	76	91	2	85	24	5	26	54	4
Wood.....	8	37	45	3		30		4	37	4

Teachers' Institutes.

TEACHERS' INSTITUTES HELD UNDER THE PROVISIONS OF CHAPTER 331, LAWS OF 1895.

County.	No. of such institutes held.	Names of conductors.	Total No. of days of institute.	Total attendance.	Average daily attendance.	No. of evening lectures.	Name of lecturers.
Totals...	127		354	10,337	5,083	86	
Adams	1	William F. Sell.	10	56	56	1	
Ashland	1	G. H. Sylvester, W. E. Walker.	3	60	60		
Barren	3	W. C. Hewitt, G. L. Bowman, W. J. Brier, T. B. Pray.	5	290	39	4	W. C. Hewitt, G. L. Bowman, T. B. Pray.
Bayfield	1	W. J. Brier, D. McGregor.	3	62	50	1	J. W. Stearns.
Brown	1	C. C. Farlin.	12	69	52		
Buffalo	1	W. E. Walker, Miss Alice Shults.	2	60	50	1	W. J. Brier.
Burnett	1	W. E. Walker, C. J. Brewster.	10	40	36		
Calumet	1	W. C. Hewitt, W. H. Hickok, Miss Ida Montgomery.	10	107	96	2	W. F. Sell, W. C. Hewitt.
Chippewa	4	W. C. Hewitt, A. H. Sage, W. J. Brier.	4	310	77	4	W. C. Hewitt, A. H. Sage, W. J. Brier.
Clark	1	W. L. Morrison, W. H. Schulz.	5	55	45		
Columbia	3	A. J. Hutton, E. W. Walker, W. C. Hewitt, A. H. Sage, F. W. Meisner, W. J. Pollock.	6	235	208		
Crawford	3	D. McGregor, F. W. Meisner, W. J. Pollock, A. J. Hutton, T. B. Pray, A. Salisbury.	9	390	115	3	James Chalmers, D. McGregor.
Dane	8	A. J. Hutton, Miss Rogers, Miss Hughes, E. W. Walker.	14	862	75	6	N. C. Dougherty, 2, Ellen C. Sabin, 2, A. J. Hutton, E. W. Walker.
Dodge	5	W. H. Cheever, C. P. Carey, W. C. Hewitt, A. H. Sage, L. D. Harvey, Cornelia Rogers.	5	274	54	5	L. D. Harvey, W. C. Hewitt, A. H. Sage, W. H. Cheever, C. P. Carey.
Door	2	W. H. Cheever, Mrs. Daniel Fulcomer.	4	102	44		
Douglas	1	C. L. Bowman.	4	43	3		
Dunn	3	W. C. Hewitt, W. J. Brier, C. H. Sylvester, W. J. Hutton, J. N. Foster.	9	299	108	2	J. C. Freeman.
Eau Claire	2	W. H. Cheever, C. H. Sylvester.	4	185	87		
Florence	1	A. J. Hutton.	2	25	20		
Fond du Lac	2	W. H. Cheever, C. P. Cary, W. C. Hewitt, Jennie B. Dunlap.	4	232	86	2	Nicholas Smith, W. C. Hewitt.
Forest	2		5	10	10		

Teachers' Institutes.

TEACHERS' INSTITUTES HELD UNDER THE PROVISIONS OF CHAPTER 331, LAWS OF 1895.

County.	No of such institutes held.	Name of conductors.	Total No. of days institute.	Total attendance.	Average daily attendance.	No. of evening lectures.	Name of lecturers.
Grant.....	2	C. H. Sylvester, D. McGregor.....	4	97	86	11	Jas. Chalmers, 3. D. McGregor, 3. E. W. Chubb, E. Berrigan, D. J. Churchill, Prof. Wilgus, E. C. Perisho.
Green.....	1	S. Y. Gillan, Mrs. Margaret C. Bloomfield.....	4	75	64	.....	.....
Green Lake.....	2	E. McLaughlin, A. H. Sage, A. R. Hill, Harriet C. McGee.....	2	120	60	4	A. H. Sage, E. McLaughlin, A. R. Hill, Harriet C. McGee.
Iowa.....	4	W. E. Cheever, Jas. Chalmers, E. C. Perisho.....	8	130	40	4	W. H. Cheever, 2, Jas. Chalmers, E. C. Perisho.
Iron.....	1	A. J. Hutton, Rose C. Swart, H. R. Pattengill.....	3	104	100	2	J. O. Emery, H. R. Pattengill.
Jackson.....	2	C. H. Sylvester, S. Y. Gillan, W. H. Cheever.....	4	248	115	1	W. H. Cheever.
Jefferson.....	2	A. J. Hutton, Geo. C. Shutts, W. J. Galbraith, C. E. Rogers.....	3	126	63	1	A. J. Hutton, Geo. C. Shutts, A. Sallsbury.
Juneau.....	3	W. J. Brier, W. J. Pollock, D. McGregor.....	9	324	98	.....	.....
Keweenaw.....	1	S. Y. Gillan, W. H. Cheever.....	2	84	76	2	L. D. Harvey, C. O. Merica.
Keweenaw.....	1	D. McGregor, C. O. Merica.....	5	55	50	2	W. H. Chandler, L. E. Gettle.
La Crosse.....	2	D. McGregor, Arthur Burch, W. C. Hewitt, F. A. Harrison, C. E. Slothower.....	6	154	70	2	D. J. Churchill
Lafayette.....	2	D. McGregor, W. H. Cheever, A. J. Hutton, D. J. Churchill.....	4	195	93	1	.....
Langlade.....	.....	.....	.....	.....	.....	.....	.....
Lincoln.....	1	C. H. Sylvester, W. H. Cheever.....	2	65	65	.....	.....
Manitowoc.....	1	W. C. Hewitt.....	1	190	190	.....	.....
Marathon.....	2	W. H. Cheever, C. H. Sylvester, J. F. Sims, Mary D. Bradford.....	12	286	271	.....	.....
Marquette.....	1	W. C. Hewitt, A. H. Sage.....	2	103	78	2	W. C. Hewitt, A. H. Sage.
Marquette.....	3	S. Y. Gillan, Thos. Boyce, F. M. Jack.....	3	69	51	.....	.....
Milwaukee.....	1	S. Y. Gillan, Mrs. Stone.....	4	85	85	1	A. H. Sage.
Monroe.....	1	W. C. Hewitt, A. H. Sage.....	2	85	85	.....	.....
Oconto.....	.....	.....	.....	.....	.....	.....	.....
Oneida.....	2	W. C. Hewitt, A. H. Sage, C. H. Sylvester, Mrs. M. D. Bradford.....	3	126	114	1	Amos P. Wilder.
Outagamie.....	1	W. H. Cheever, W. C. Hewitt.....	1	102	83	1	Wm. F. Sell.
Ozaukee.....	1	W. J. Brier, Alice H. Shutes.....	2	53	45	.....	.....
Poplin.....	1	.....	.....	.....	.....	.....	.....

Teachers' Institutes.

Pierce.....	1	W. J. Brier, L. D. Harvey.....	2	230	200	.....	2	G. G. Williams, Alice H. Shultes.
Polk.....	2	W. J. Brier, A. H. Sanford.....	5	78	.....	.....	.....
Portage.....	2	C. H. Sylvester, A. H. Sanford, O. H. Day.....	17	671	44	.....	.....
Price.....	1	C. H. Sylvester, G. H. Jensen.....	5	60	47	.....	.....	J. S. Eaton, A. Salisbury.
Racine.....	2	W. C. Hewitt, A. A. Upham.....	7	220	90	.....	.....
Richland.....	3	W. H. Cheever, Charlotte Richmond, D. McGreggor, A. E. Brainerd, J. B. Logue, A. J. Hutton, E. W. Walker, W. H. Cheever	7	130	39	.....	2	W. H. Cheever, D. McGreggor.
Rock.....	3	Geo. Shults.....	6	202	194	.....	2	W. H. Cheever, A. J. Hutton.
St. Croix.....	1	D. McGreggor, W. H. Cheever.....	5	189	169	.....	3	D. McGreggor, W. H. Cheever, J. Borgen
Sauk.....	1	D. McGreggor, E. H. Reynolds, M. P. Cady.....	10	109	48	.....	.....
Sawyer.....	2	W. H. Cheever, W. J. Pollock.....	5	120	85	.....	1	
Shawano.....	1	C. L. Morrison, Mrs. M. D. Bradford.....	5	51	100	.....	.....
Sheboygan.....	1	W. J. Brier, J. F. Sims, Alice H. Shultes.....	4	117	44	.....	.....	W. J. Brier.
Taylor.....	2	C. H. Sylvester, A. J. Hutton, Taylor Frye.....	9	273	185	.....	1	L. E. Gettle.
Temple'u.....	2	.....	.....	.....	.....	.....	.....
Vernon.....	2	.....	.....	.....	.....	.....	.....
Vilas.....	1	A. J. Hutton, E. W. Walker.....	2	90	74	.....	.....
Walworth.....	1	W. J. Brier, J. N. Foster, W. C. Crocker.....	5	50	46	.....	1	W. H. Chandler.
Washington.....	1	W. C. Hewitt, A. H. Sage, Linnie B. Dunlap.....	2	211	105	.....	.....	W. A. Scott, A. J. Hutton, W. H. Cheever, H. L. Terry.
Waukesha.....	2	W. H. Cheever, A. J. Hutton, H. L. Terry.....	8	348	68	.....	5	
Waupaca.....	2	W. H. Hickok, F. E. Doty.....	23	290	190	.....	.....	W. C. Hewitt, C. H. Sylvester.
Waushara.....	3	C. H. Sylvester, W. C. Hewitt, C. T. Taylor.....	4	210	67	.....	2	
Winnebago.....	4	W. C. Hewitt, A. H. Sage.....	.....	.....	.....	.....	.....	A. H. Sanford.
Wood.....	3	C. H. Sylvester, B. A. Havenor.....	5	138	.....	.....	.....

Colleges, Academies, and Seminaries.

COLLEGES, ACADEMIES AND SEMINARIES, 1896.

Corporate name.	Location.	When founded.	Religious denomination.	President or principal
Carroll College	Waukesha ...	1846	Presbyterian	Walter L. Rankin.
Catholic N. S. and Pio Nono College	St. Francis... 1870	1870	Roman Catholic	Rev. M. J. Lochemes
Christian Endeav- or Academy	Endeavor 1891	1891	Interdenominational	E. A. Child.
Concordia Col., Ger. Ev. Luth. Synod.	Milwaukee... 1881	1881	Evangelical Luther- an	M. J. F. Albrecht.
German English Academy	Milwaukee... 1851	1851	.....	Emil Dapprich.
Hillside Home School	Hillside..... 1887	1887	Non-sectarian	Ellen C. and Jane Lloyd-Jones.
Kemper Hall	Kenosha 1870	1870	Protestant Episcopal	Sister Margaret Clare
Lac du Flambeau Indian Industrial School	Lac du Flam- beau	1895	Non-sectarian	Reuben Perry.
Lawrence Univer- sity	Appleton.... 1847	1847	Methodist Episcopal	Samuel Plantz.
Marquette College	Milwaukee .. 1844	1844	Roman Catholic	L. Bushart.
Milton College	Milton	1844	Seventh Day Baptist	Wm. C. Whitford.
Milwaukee Acad- emy	Milwaukee .. 1864	1864	Undenominational ..	Julius H. Pratt.
Milwaukee College; Downer Col.	Milwaukee... 1851	1851	Presbyterian & Con- gregational	Ellen C. Sabin.
Mission House of Reformed Church	Franklin..... 1859	1859	Reformed	Rev. H. A. Muehl- meier.
Nashotah House...	Nashota 1842	1842	Episcopal	Walter R. Sardner.
Northwestern Uni- versity	Watertown... 1865	1865	Lutheran	A. F. Ernst.
North Wisconsin Academy	Ashland..... 1853	1853	Congregational	S. F. Hersey.
Racine College	Racine..... 1853	1853	Protestant Episcopal	Rev. Arthur Piper.
Ripon College	Ripon..... 1851	1851	Congregational	Rufus C. Flagg.
Sacred Heart Col- lege	Prairie du Chien	1880	Catholic	T. Lepmann.
Saint Clara Female Academy	Sinsinawa ... 1846	1846	Roman Catholic	
Sacred Heart Col- lege	Watertown .. 1872	1872	Catholic	
St. Catherine's Academy	Racine .....	.....	Roman Catholic	Mother M. Hyacintha
St. John's Military Academy	Delafield 1886	1886	Episcopal	Sidney T. Sumpter.
St. Lawrence Col- lege	Mt. Calvary.. 1856	1856	Roman Catholic	P. Alphonsus.
St. Mary's Institute	Prairie du Chien	1872	Roman Catholic	Sister M. Seraphia.
Stoughton Acad. & Business Inst.	Stoughton ... 1888	1888	Lutheran	K. A. Kasberg.

Colleges, Academies and Seminaries.

COLLEGES, ACADEMIES AND SEMINARIES, 1896 - Continued.

CORPORATE NAME.	STUDENTS DURING YEAR.			WHOLE NO. OF GRADUATES.			GRADUATES THIS YEAR.		
	Male.	Female.	Total	Male.	Female.	Total	Male.	Female.	Total
Totals.....	2,111	1,373	3,484	1,942	1,343	3,285	191	82	273
Carroll College	89	57	146	137	89	226	14	7	21
Catholic N. S. & Pio. Nono College.....	55	.....	55	4	.....	4	.....	.....	4
Christian Endeavor Acad.....	18	14	32	3	.....	3	2	2	4
Concordia Col., Ger. Ev. Luth. Synod.....	202	.....	202	.....	.....	.....	37	.....	37
German English Academy	94	87	181	415	519	934	12	19	31
Hillside Home School.....	24	28	52	5	14	19	2	4	6
Kemper Hall.....	.....	110	110	.....	149	149	.....	12	12
Lac du Flambeau Indian Industrial School.....	49	54	103	.....	.....	.....	1	.....	1
Lawrence University.....	186	185	371	277	196	473	12	8	20
Marquette College.....	231	.....	231	60	.....	60	14	.....	14
Milton College.....	77	69	146	142	116	258	5	3	8
Milwaukee Academy.....	78	.....	78	.....	.....	.....	8	.....	8
Milwaukee College; Downer Col.....	.....	175	175	.....	11	11	.....	.....	.....
Mission House of Reformed Church.....	100	.....	100	.....	.....	.....	10	.....	10
Nashotah House.....	36	.....	36	272	.....	272	5	.....	5
Northwestern University.....	152	8	160	289	.....	289	9	1	10
North Wisconsin Academy.....	34	18	52	.....	.....	.....	5	5	10
Racine College.....	37	.....	37	6	.....	6	4	.....	4
Ripon College.....	108	129	237	125	75	200	3	5	8
Sacred Heart College.....	25	.....	25	.....	.....	.....	.....	.....	.....
Saint Clara Female Academy.....	.....	130	130	.....	7	7	.....	.....	.....
Sacred Heart College.....	100	.....	100	16	.....	16	.....	.....	.....
St. Catherine's Academy.....	.....	154	154	.....	.....	.....	4	.....	4
St. John's Military Academy.....	182	.....	182	94	.....	94	23	.....	23
St. Lawrence College.....	115	.....	115	.....	.....	.....	8	.....	8
St. Mary's Institute.....	.....	77	77	.....	121	121	.....	5	5
Stoughton Acad. and Business Institute.....	119	78	197	97	46	143	17	7	24

Colleges, Academies and Seminaries.

COLLEGES, ACADEMIES AND SEMINARIES, 1896—Continued.

CORPORATE NAME.	In English course.	In classic course.	In natural science.	Preparing for college.	LIBRARY.	
					No. of volumes.	Vols. purch'd this year.
Totals	813	913	594	616	99,093	2,542
Carroll College	75	51	40	20	1,000	50
Catholic N. S. and Pio Nono College	50	5	.....	.....	1,852	180
Christian Endeavor Academy	24	8	3	8	500	25
Concordia College, German Ev. Lutheran Synod	202	202	202	.....	5,000	45
German English Academy .....	.....	.....	.....	30	1,243	50
Hillside Home School	1	3	2	3	2,000	100
Kemper Hall	40	10	12	17	2,000	.....
Lac du Flambeau Indian Industrial School .....	.....	.....	.....	.....	.....	.....
Lawrence University .....	.....	68	36	133	15,263	462
Marquette College	60	170	.....	.....	10,000	150
Milton College	8	18	19	101	3,810	85
Milwaukee Academy .....	.....	.....	.....	25	1,000	.....
Milwaukee College, Downer College	90	85	56	16	4,895	30
Mission House of Reform and Church .....	.....	43	.....	29	5,000	.....
Nashotah House .....	.....	.....	.....	.....	10,000	.....
Northwestern University .....	.....	10	.....	104	3,000	500
North Wisconsin Academy	11	6	.....	19	.....	.....
Racine College .....	.....	1	3	.....	10,000	.....
Ripon College	16	27	17	87	7,885	533
Sacred Heart College .....	.....	.....	.....	.....	3,000	100
Saint Clara Female Academy	100	30	.....	.....	3,000	75
Sacred Heart College .....	.....	30	.....	.....	1,500	.....
St. Catherine's Academy	4	.....	.....	.....	3,025	.....
St. John's Military Academy	17	34	110	14	1,500	107
St. Lawrence College	115	100	40	.....	2,000	50
St. Mary's Institute .....	.....	12	54	.....	.....	.....
Stoughton Academy and Business Institute .....	.....	.....	.....	10	620	20

Colleges, Academies and Seminaries.

COLLEGES, ACADEMIES AND SEMINARIES, 1896—Continued.

CORPORATE NAME.	APPRAISED VALUE.				
	Of site.	Land, not including site.	Of build-ings.	Of appara-tus, etc.	Of endow-ment.
Totals.....	\$731,600	\$159,750	\$683,570	\$339,850	\$372,827
Carroll College.....	\$25,000	.....	\$15,000.	\$2,000	\$18,520
Catholic N. S. & Pio Nono Col- lege.....	.....	.....	.....	.....	.....
Christian Endeavor Acad.....	6,000	\$4,000	5,000	5,000	5,000
Concordia Col., Ger. Ev. Luth. Synod.....	100,000	.....	40,000	1,200	.....
German English Academy.....	22,000	.....	50,000	8,000	7,000
Hillside Home School.....	.....	5,000	17,570	500	.....
Kemper Hall.....	150,000	.....	.....	.....	.....
Lac du Flambeau Indian In- dustrial School.....	500	4,000	45,000	20,000	.....
Lawrence University.....	160,000	60,000	100,000	9,000	230,000
Marquette College.....	100,000	.....	15,000	2,500	2,000
Milton College.....	3,000	1,000	28,000	8,000	83,743
Milwaukee Academy.....	.....	.....	.....	.....	.....
Milwaukee College, Downer College.....	80,000	35,000	10,000	10,000	150,000
Mission House of Reformad Church.....	.....	.....	.....	.....	.....
Nashotah House.....	2,000	20,750	30,000	.....	76,000
Northwestern University.....	12,000	.....	55,000	5,000	.....
North Wisconsin Academy.....	10,000	2,000	25,000	100	.....
Racine College.....	.....	.....	.....	250,000	.....
Ripon College.....	20,000	3,000	65,000	12,000	300,564
Sacred Heart College.....	1,500	2,000	25,000	.....	.....
Saint Clara Female Academy. Sacred Heart College.....	.....	17,000	100,000	1,000	.....
St. Catherine's Academy.....	.....	.....	.....	.....	.....
St. John's Military Academy.....	100,000	.....	.....	.....	.....
St. Lawrence College.....	2,000	6,000	50,000	5,000	.....
St. Mary's Institute.....	.....	.....	.....	.....	.....
Stoughton Acad. & Business Institute.....	6,000	.....	8,000	550	.....

Colleges, Academies, and Seminaries.

COLLEGES, ACADEMIES AND SEMINARIES, 1896—Continued.

CORPORATE NAME.	RECEIPTS.			
	Contributions.	From funds and endowment.	Tuition and fees.	Total.
Totals	\$172,985 88	\$58,083 98	\$169,501 86	\$400,571 72
Carroll College	\$4,021 90	\$1,008 96	\$3,403 85	\$8,434 51
Catholic N. S. & Pio Nono College	1,000 00	3,000 00	1,000 00	5,000 00
Concordia Col., Ger. Ev. Luth. Synod	948 13	1,420 00	6,984 50	9,352 63
German English Academy			13,000 00	13,000 00
Hillside Home School			38,000 00	38,000 00
Kemper Hall				
Lac du Flambeau Indian Industrial School	96,000 00	8,200 00	5,012 00	109,212 00
Lawrence University		100 00	8,000 00	8,100 00
Marquette College	148 70	2,466 81	2,188 50	4,804 01
Milton College				
Milwaukee Academy				
Milwaukee College; Downer College	25,000 00	5,500 00	23,119 24	53,619 24
Mission House of Reformed Church	7,740 00	475 00	2,380 00	10,595 00
Nashotah House	6,000 00	4,800 00		10,800 00
Northwestern University	28,000 00		1,000 00	30,000 00
North Wisconsin Academy	3,127 15		883 10	3,960 25
Racine College			9,900 00	9,900 00
Ripon College		21,113 21	3,450 87	24,564 08
Sacred Heart College				
Saint Clara Female Academy				
Sacred Heart College				
St. Catherine's Academy				
St. John's Military Academy			50,000 00	50,000 00
St. Lawrence College		10,000 00		10,000 00
St. Mary's Institute				
Stoughton Acad. & Business Inst.			3,250 00	3,250 00

Colleges, Academies, and Seminaries.

COLLEGES, ACADEMIES AND SEMINARIES, 1896.—Continued.

CORPORATE NAME.	DISBURSEMENTS.			
	Paid for instruction.	Building and repair.	Incidental.	Total.
Totals	\$118,638 59	\$93,484 94	\$70,588 09	\$282,711 62
Carroll College.....	\$6,008 29	.....	\$1,079 59	\$7,087 88
Catholic N. S. and Pio Nono College.....	.....	.....	.....	.....
Christian Endeavor Academy.....	2,500 00	\$1,000 00	1,500 00	5,000 00
Concordia College, German Evangelical Lutheran Synod.....	8,350 00	10,000 00	.....	18,350 00
German English Academy.....	7,680 00	1,100 13	658 48	8,838 61
Hillside Home School.....	3,890 00	500 00	7,000 00	11,390 00
Kemper Hall.....	.....	.....	.....	.....
Lac du Flambeau Indian Industrial School.....	6,600 00	45,000 00	26,000 00	77,600 00
Lawrence University.....	12,300 00	7,000 00	4,100 00	23,400 00
Marquette College.....	1,050 00	300 00	100 00	1,450 00
Milton College.....	3,500 47	86 50	1,217 04	4,804 01
Milwaukee Academy.....	.....	.....	.....	.....
Milwaukee College; Downer College.....	8,070 00	1,112 37	13,327 15	22,509 52
Mission House of Reformed Church.....	5,110 00	.....	6,424 00	11,534 00
Nashotah House.....	5,825 00	.....	.....	5,825 00
Northwestern University.....	8,150 00	21,000 00	250 00	29,400 00
North Wisconsin Academy.....	2,350 80	105 20	1,702 42	4,158 52
Racine College.....	12,000 00	.....	.....	12,000 00
Ripon College.....	13,203 83	5,230 74	6,029 41	24,464 08
Sacred Heart College.....	.....	.....	.....	.....
Saint Clara Female Academy.....	.....	.....	.....	.....
Sacred Heart College.....	.....	.....	.....	.....
St. Catherine's Academy.....	.....	.....	.....	.....
St. John's Military Academy.....	9,450 00	.....	.....	9,450 00
St. Lawrence College.....	700 00	1,000 00	500 00	2,200 00
St. Mary's Institute.....	.....	.....	.....	.....
Stoughton Academy and Business Institute.....	2,500 00	50 00	700 00	3,250 00

Private Summer Schools.

PRIVATE SUMMER SCHOOLS, 1895-6.

Place.	Principal Teacher.	No. days.	No. enrolled.	Tuition per week.
Totals.....		1,414	2,858	
Chetek.....	B. Budworth.....	30	30	\$1 00
Cumberland.....	J. S. Hamilton.....	25	30	1 00
Barron.....	T. H. Lage.....	25	30	1 00
Friendship.....	{ Wm. F. Sell..... } { Geo. E. Reynolds..... }	10	56	1 00
Washburn.....	H. W. Rood.....	20	21	1 00
De Pere.....	C. C. Porter.....	20	58	1 00
Mondovi.....	G. M. McGregor.....	25	44	1 00
Chippewa Falls..	J. Leidenberg.....	20	130	63
	J. H. Jeffroy.....			
	Miss R. Bold.....			
Loyal.....	A. C. Finn.....	25	27	1 00
Colby.....	F. M. Jackson.....	20	27	1 00
Thorp.....	A. A. Rhea.....	30	28	1 00
Kilbourn.....	C. W. Smith.....			1 00
	Wm. F. Sell.....			
Mt. Sterling.....	J. O'Neil.....	30	15	1 00
Belle Centre.....	W. R. Graves.....	30	20	1 00
Soldiers Grove..	A. J. McDowell.....	30	15	1 00
Stoughton.....	K. A. Kasberg.....	50	33	1 00
Marshall.....	H. K. White.....	30	30	1 00
Mt. Horeb.....	Thomas S. Thompson.....	30	16	1 00
	G. N. Risjord.....			
Horicon.....	L. S. Keeley.....	30	105	1 50
	E. T. Johnson.....			
Sturgeon Bay....	W. T. Anderson.....	20	67	1 00
	E. G. Beardmore.....			
Menomonie.....	W. A. Clark.....	30	55	1 00
	Elmer Waite.....			
Eau Claire.....	M. E. Sullivan.....	30	58	1 00
	W. H. Flemming.....			
Fond du Lac.....	Myron E. Keats.....	30	132	1 00
Mt. Hope.....	W. H. Lyon.....	30	30	1 00
Monroe.....	H. R. Miller.....	25	45	1 00
Markesan.....	Walter H. Hunt.....	15	70	50
Black River Falls.	P. W. Roseman.....	30	157	83
	H. C. Hoffman.....			
Jefferson.....	F. S. Hyer.....	24	55	1 00
Palmyra.....	F. J. Wells.....	25	17	1 00
Mauston.....	Herman Schlundt.....	20	70	1 00
	John Hagemann.....			
Kewaunee.....	W. W. Williams.....	25	20	1 00
West Salem.....	C. E. Lamb.....	20	55	80
Antigo.....	C. O. Marsh.....	25	40	1 00
Merrill.....	J. J. Hoffman.....	20	50	1 00
Manitowoc.....	A. W. Dassler.....	25	31	1 00
	F. W. Meisnest.....			
Colby.....	J. P. Briggs.....	20	50	1 00
	F. M. Jackson.....			
Milwaukee.....	H. J. Piper.....	20	54	1 50
	Thomas Boyce.....			
Tomah.....	H. E. Bolton.....	25	95	1 00
Oconto Falls....	P. L. Poole.....	30	20	1 00
Oconto.....	D. J. Ryan.....	25	15	1 00
Appleton.....	G. D. Ziegler.....	25	71	1 00
Seymour.....	R. H. Schmidt.....	20	10	50
Pepin.....	G. E. Pratt.....	25	24	75
Ellsworth.....	C. J. Brewer.....	30	83	1 00
	John F. Shaw.....			
	John Calahan.....			
Richland Center..	Anna C. Wright.....	20	30	1 25
Reedsburg.....	W. N. Parker.....	25	80	1 00
Spring Green.....	Eugene Harlacher.....	30	62	1 00

Private Summer Schools.

PRIVATE SUMMER SCHOOLS, 1895-6--Continued.

Place.	Principal teacher.	No. of days.	No. enrolled.	tion per week.
Shawano.....	M. P. Cady.....	20	36	1 00
Medford.....	J. H. Francis.....	30	35	1 00
Arcadia.....	T. C. Salt.....	30	52	85
Viroqua.....	Taylor Fryo.....	20	121	1 00
Hillsboro.....	A. F. Elmegreen.....	20	15	1 00
Elkhorn.....	C. D. Kipp.....	25	61	1 00
	C. W. Rittenberg.....			
Hartford.....	R. M. Derse.....	30	20	1 25
	J. P. Riordan.....			
Waukesha.....	O. J. Schuster.....	30	78	1 50
	A. J. Smith.....			
Wautoma.....	Anton Olson.....	20	121	1 00
	Eber Dafoo.....			
Centralia.....	C. T. Taylor.....			
	G. W. Paulus.....	20	54	1 00
	W. H. Leuhr.....			

Penal Fines.

PENAL FINES.

Counties.	1894-5.	1895-6.	Counties.	1894-5.	1895-6.
Adams	\$56 84	\$8 82	Marathon	\$121 52	\$175 81
Ashland	15 68	747 74	Marquette	697 93	593 77
Barron	225 56	148 47	Milwaukee	201 88	31 96
Bayfield	692 88	422 79	Monroe	694 82	588 49
Brown	581 63	198 94	Oconto	186 69	275 38
Buffalo	125 44	36 26	Oneida	66 64	153 96
Burnett	1 00	10 78	Ontonagon	263 31	79 38
Calumet	85 26	81 34	Ozaukee	114 66	681 10
Chippewa	213 55	258 72	Pepin	38 22	36 69
Clark	200 24	197 47	Pierce	277 10	3 92
Columbia	339 96	173 36	Polk	64 19	107 80
Crawford	63 88	207 55	Portage	375 83	16 66
Dane	1,925 70	2,365 72	Price	230 30	290 57
Dodge	197 96	106 35	Racine	512 54	70 07
Door	85 26	328 30	Richland	445 08	619 36
Douglas	323 38	547 22	Rock	1,354 85	100 94
Dunn	253 33	139 51	St. Croix	344 96	990 29
Eau Claire	289 05	99 96	Sauk	298 90	309 48
Florence .....	.....	24 50	Sawyer	307 08	300 51
Fond du Lac	1,123 73	366 52	Shawano	100 63	207 76
Forest	32 73	1 96	Sheboygan	253 94	293 51
Grant	483 05	420 91	Taylor	62 72	392 00
Green	516 95	681 83	Trempealeau	315 56	189 14
Green Lake	59 84	49 00	Vernon	238 61	322 91
Iowa	225 89	202 86	Vilas	125 93	466 48
Iron	125 44	73 01	Walworth	332 22	275 44
Jefferson	75 96	84 68	Washburn	36 26	482 65
Jackson	446 39	414 54	Washington	16 66	122 50
Juneau	141 37	368 48	Waukesha	314 58	150 43
Kenosha .....	.....	314 83	Waupaca	565 80	490 32
Kewaunee	17 64	42 58	Waushara	72 52	335 65
La Crosse	502 74	494 90	Winnebago	561 78	104 37
Lafayette	259 70	222 43	Wood	266 56	260 68
Langlade	260 68	70 56			183 26
Lincoln	482 30	130 34			
Manitowoc	219 08	418 46	Total	\$20,565 28	\$20,160 26

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